DOCUMENT RESUME

ED 447 914 PS 029 004

AUTHOR	McCracken, Janet Brown; Starr, Rhea
TITLE	YWCA Cares for Children: A Guidebook for YWCA Child Care Centers.
INSTITUTION	YWCA of the U.S.A., New York, NY.
PUB DATE	1998-06-00
NOTE	493p.; "Major contribution to Part I by Janet Sola."
AVAILABLE FROM	YWCA of the U.S.A., 1015 18th Street, NW, Suite 700, Washington, DC 20036 ($27, plus $3 shipping and handling).
PUB TYPE	Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Caregiver Child Relationship; *Day Care; *Day Care Centers; Early Childhood Education; Interprofessional Relationship; Preschool Curriculum; Professional Development; *Program Administration; Program Budgeting; Program Descriptions; Program Design; Program Guides; Program Implementation; Self Evaluation (Groups); Supervision; Teamwork; *Young Children
IDENTIFIERS	Day Care Quality; Parent Caregiver Relationship; Program Requirements; *Young Womens Christian Association

ABSTRACT

Providing child care to young children has been an important part of the mission of the Young Women's Christian Association (YWCA) since the early days of the organization. Noting that one of the most frequently identified needs of current YWCA child care programs is a guide for providing child care within the association's mission, this guidebook for YWCA child care centers compiles resources contributed by YWCAs across the country. Part 1 of the guidebook presents an overview of YWCA child care, including a history of the organization, description of basic requirements for a mission-driven YWCA child care program, and a description of the current social-political context in which child care operates. Part 2 contains a multitude of resources submitted from YWCAs across the country and is organized in the following areas: (1) basic YWCA child care operations, including philosophy, community needs assessments, funding mechanisms, ethics and confidentiality, and operating policies and procedures; (2) family support systems, including registration and orientation, financial agreements, child health and safety documents, family handbook, communicating with families, and program evaluation; (3) staff supervision and development, including personnel records, effective interviewing, job descriptions, teamwork, professional development, and staff performance evaluation; (4) program implementation, including program policies and procedures, curriculum planning, child observation tools, program self-evaluation, and resources supporting inclusion, diversity, and peace; and (5) child care administration, including fiscal matters, program records, and marketing tools. Four appendices provide nonracist, nonsexist guidelines, recommended terminology, a list of relevant organizations, and public policy resources. A form for evaluating the guidebook completes the document. (KB)

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YWCA Cares for Children

A Guidebook for YWCA Child Care Centers

YWCA of the U.S.A.
Division of Advocacy and Research
Child Care Unit
New York, New York

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The authors gratefully acknowledge the creative desktop publishing contributions of Elizabeth LeBlanc, who began the layout for this massive project, and Judy Cullen, Germantown, Maryland, who completed it with great aplomb.

Published by

YWCA of the U.S.A.
Empire State Building
350 Fifth Avenue, Third Floor
New York, NY 10118

Printed in the United States of America.

Preface

YWCAs from around the country submitted materials to the Child Care Unit in response to a request for resources to include in this first-ever guide. *YWCA Cares for Children* was compiled primarily from these submissions. As you use this guidebook, please keep these points in mind:

1. Feel free to go directly to the information you need, rather than attempting to read the document from cover to cover. Depending upon your responsibilities, some sections will apply to your work more than others. Some parts are more pertinent to people who directly care for young children. Other sections are most useful for Child Care Directors. Part I, for example, might be used by a Child Care Director as background material to prepare for a staff development session, rather than copying it as a handout for staff.

2. This compilation is not intended to reinvent the definition of high-quality child care—for infants, toddlers, preschoolers, and school-age youth. The materials complement and add to other crucial child care quality improvement and professional development initiatives. Many resources and organizations are listed at the end of Chapter 1 and in Chapters 5 and 6.

3. As the book was being written, the authors realized that it could not cover everything, so it is not intended to be a comprehensive guide to providing high-quality child care. It does, however, specifically address YWCA-related issues with regard to the care of children, youth, and families. Some areas—such as school-age care and working with children with special needs—may be developed more fully in the future.

4. Notebook form was chosen for this guide so that sections can be added or changed to reflect new information as it becomes available in the child care profession or to alert readers to other pertinent changes for staff working in a YWCA setting.

5. An evaluation form is included at the back of this Guide. Please complete the evaluation and return it so that we can make improvements in future editions.

Contributing Associations

Appreciation is expressed to these associations, and all others, who sent brochures, forms, marketing tools, policies, manuals, and other documents to aid in this compilation of resources.

YWCA of Aurora, Illinois
YWCA of Bangor-Brewer, Maine
YWCA of Bay County, Michigan
YWCA of Bergen County, New Jersey
YWCA of Black Hawk County, Iowa
YWCA of Blount County, Tennessee
YWCA of Central Massachusetts
YWCA of El Paso del Norte Region, Texas
YWCA of Elgin, Illinois
YWCA of Elkhart County, Indiana
YWCA of Fort Worth and
  Tarrant County, Texas
YWCA of Greater Baltimore, Maryland
YWCA of Greater Harrisburg, Pennsylvania
YWCA of Greenwich, Connecticut
YWCA of Hartford Region, Connecticut
YWCA of Hudson County, New Jersey
YWCA of Janesville, Wisconsin
YWCA of Kansas City, Missouri
YWCA of Lancaster, Pennsylvania
YWCA of Lynchburg, Virginia
YWCA of Maricopa County, Arizona
YWCA of McLean County, Illinois
YWCA of Metropolitan Chicago, Illinois
YWCA of Metropolitan Columbus, Ohio
YWCA of Mid-Peninsula, California
YWCA of Minneapolis, Minnesota
YWCA of Nashua, New Hampshire
YWCA of New Bedford, Massachusetts
YWCA of Portland, Maine
YWCA of Richmond, Virginia
YWCA of San Diego, California
YWCA of Tampa Bay, Florida
YWCA of Topeka, Kansas
YWCA of Wake County, North Carolina
YWCA of Waukesha, Wisconsin
YWCA of Wausau, Wisconsin
YWCA of Western New York (Buffalo)
YWCA of White Plains and
  Westchester County, New York
YWCA of York, Pennsylvania
YWCA of Youngstown, Ohio

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The authors gratefully acknowledge the contributions of these individuals who reviewed drafts of this Guidebook.

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Contributing Organizations

These organizations also generously contributed assistance in the preparation of these materials.

Children's Defense Fund
Child Care Action Campaign
Communications Consortium Media Center
Ecumenical Child Care Network
National Association for the Education of Young Children

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Part I

YWCA Connections With Child Care

In 1994, Dr. Prema Mathai-Davis, Chief Executive Officer of the YWCA of the U.S.A., created the national staff position of Child Care Advocate. As work goals for that position were being identified, three factors converged which led to the decision to prepare this YWCA child care guide.

- Child care program needs were studied as part of a small grant funded by JCPenney Foundation. In that study, one of the most frequent needs identified was for a guide containing excellent YWCA child care resources.
- Many local YWCAs had requested resources to assist them in developing and implementing mission-driven programs. National staff facilitated several workshops on how to provide child care within the association's Mission. At the same time, local YWCAs would like to share their written resources, but it is expensive to respond to such requests. Therefore, this guide makes it possible for the national office to act as an information clearinghouse for local YWCAs.
- Changes in federal legislation made it clear that most child care funding and regulation is to be accomplished at the state level. The importance for YWCAs to be involved in state and local advocacy on child care issues became paramount.

This practical child care compilation, which grew out of these primary issues, is divided into two parts.

Part I contains an overview of YWCA child care to ensure that all program directors and other participants are aware of the compelling context from which your programs stem. A history of the YWCA with a focus on child care – coupled with an organization description and the basic requirements for a mission-driven YWCA child care program – enables your association to build on our past achievements. A chapter on public policy describes the current social-political context in which child care operates.

Part II contains a multitude of resources submitted from YWCAs across the country. Each chapter and section begins with a review of the ingredients that led to selection of the resources. Some documents are reprinted in their entirety; others represent the best ideas gleaned from several similar items. Although names of individuals do not appear, this part of the guide clearly could not have been assembled without the outstanding work done by talented local staff.

The YWCA is in the debt of caregivers, not only for providing your association with superb work, but for providing children and their families in your community with high-quality child care — for infants, toddlers, preschoolers, and school-age children. Throughout this guide, these dedicated people are interchangeably referred to as *guider, teacher,* or *caregiver.* The impact of your efforts, and all that has gone before, is compounded by your contributions to this guide.

The resources found in this guidebook uniquely reflect the pioneering role that the YWCA of the U.S.A. continues to play in empowering women and eliminating racism. They were submitted by and are tailored to YWCA child care programs. Although YWCA staff are both female and male, the majority, especially in child care, are female, and therefore organization staff are referred to throughout this book with the female pronoun *she*.

Professional competency of child care staff is the most important factor in providing high-quality child care. *YWCA Cares for Children* is the only resource that contains information specific to starting and operating YWCA child care programs, so readers are urged to refer to the relevant chapter or section whenever a particular need or area of interest is identified.

In working to provide high-quality care, all YWCA child care programs are also encouraged to

- comply with all state and local standards and regulations
- implement the YWCA mission as part of serving children and their families
- achieve your own program's standards, regulations, and laws

In addition, YWCA child care programs are encouraged to strive for the highest level of quality by meeting nationally recognized guidelines/standards such as those developed by the National Academy of Early Childhood Programs (Bredekamp & Copple, 1997; Bredekamp & Willer, 1997) and the National School-Age Care Alliance (see the list of organizations in Appendix C).

In many communities, United Way or other organizations may offer assistance to YWCA child care programs seeking accreditation.

Underlying assumptions that guide YWCA child care programs

- High-quality child care is good for everyone – children, women and their families, communities
- High-quality child care is a social and economic investment
- YWCAs have the responsibility to promote equity and diversity
- Families/guardians have primary responsibility for their children, and the child care system has a responsibility to support families

Resources

Barbour, N.H., & Seefeldt, C. (1993). *Developmental continuity across preschool and primary grades: Implications for teachers.* Olney, MD: Association for Childhood Education International.

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Pinciotti, P. (1998). *Art as a way of learning: Explorations in teaching.* Bethlehem, PA: Northampton Community College.

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Chapter I

YWCA Child Care History

The Mission of the YWCA

The Young Women's Christian Association of the United States of America is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values. Strengthened by diversity, the association draws together members who strive to create opportunities for women's growth, leadership, and power in order to attain a common vision: Peace, justice, freedom, and dignity for all people.

The Association will thrust its collective power toward the elimination of racism wherever it exists and by any means necessary.

Never before in the history of the United States has there been such heightened interest and willingness to address the complex issues surrounding society's obligation and responsibility to provide high-quality child care for our nation's children. Dramatic changes in the American family, the labor force, and the economy are reshaping our society, making the need for child care a national imperative.

The YWCA of the U.S.A. – acting in accordance with its mission – has a proud history of anticipating and responding to changes in society. Today, approximately 300 YWCAs offer child care programs which are as varied as the communities they serve. How did this extensive network of YWCA child care programs evolve? What were the founding principles of YWCA child care and how do these continue to shape programs within the YWCA? How has the nature of women's and children's lives changed during this century and what impact has this had on YWCA child care?

To gain a greater appreciation for and understanding of YWCA child care programs on a local and national scale – and their unique relationship to the mission of the YWCA – let's take a step back to the early days of child care within our organization.

Roots of Child Care Programming Within the YWCA

Prodded by opportunities created by the industrial revolution and out of necessity for economic survival, women moved in great numbers towards larger metropolitan areas during the second half of the 1800s. This dramatic increase in the employment of women in jobs that took them out of the family home resulted in a critical need for child care during mothers' working hours.

The first trailblazing YWCA to respond to this need by establishing a child care center was the *YWCA of Philadelphia* in 1868, just 10 years after the first YWCA was formed in the United States. In quick succession, other community associations recognized care of children during working hours as a major priority for self-supporting women and established programs. Among the earliest YWCA child care centers were:

- Memphis, Tennessee (1878)
- Cleveland, Ohio, and Springfield, Massachusetts (1882)
- St. Louis, Missouri (1886)
- Columbus, Ohio (1889)
- Richmond, Virginia (1891)
- Lincoln, Nebraska (1894)

As is the case today, providing child care to women and families late in the 19th century emanated from the organization's mission to *empower women* and provide the necessary *trusted* supports that would allow women the chance to enter the workforce and provide for their families. Even then, a primary concern was clearly evident in the programs that evolved – women did not have the slightest chance of fulfilling their dreams (or even surviving) in a rapidly changing world if their children were not adequately cared for in their absence.

The ability to work away from home, confident that their children were in a caring, supportive environment, was fundamental to improving the lives of thousands of women and served as a driving force in the establishment of child care within the association. This underlying premise was at the core of the child care centers that began sprouting up in YWCAs throughout the country. As the St. Louis YWCA nursery stated in 1886, a key goal of child care "is to prevent pauperism, by assisting bread winners with young children on their hands to earn an honest living."

Before the turn of the century, YWCAs had served tens of thousands of children. In 1893, more than *11,000 children* were cared for by the YWCA of Cleveland, Ohio, alone. From its inception, child care programming in the YWCA was innovative and responsive to the needs of mothers and children's guardians.

What were some of the considerations that needed to be taken into account when designing these early programs? What were the factors that affected the services provided? It is likely that women tolerated long, arduous working hours and poor living and working conditions, faced the threat of infectious diseases, and experienced shortages of food and supplies.

YWCAs responded with services that offered overnight child care, a crib room for infants, weekly baths, even emergency care during measles epidemics. And YWCAs didn't shy away from the difficult issues of the day: child care programs in the YWCAs of St. Louis, Missouri; Dayton, Cleveland, and Cincinnati, Ohio; and Springfield, Massachusetts; were decades ahead of the pack—their programs were interracial.

Advocacy Work Joins Program Efforts

Another unique aspect of the YWCA's service to women and children took root in 1913, when delegates at the national convention voted to incorporate advocacy on specific public policy issues into the central activity of the organization. The first issue on which the YWCA took a stand was minimum wage. At the time, one of the few ways in which women could support themselves financially was through prostitution. Therefore, the YWCA voted to advocate for a minimum wage for workers, making it possible for women to earn a living wage at many other jobs.

This coupling of program and advocacy work was, and continues to be, viewed as fundamental to generate the institutional changes necessary to better the lives of women. Following are a few historical examples of some of the progressive and inclusive policy statements that resulted from action at YWCA conventions and conferences and which had a direct effect on the delivery of child care programming within our organization.

- In **1962**, a YWCA Conference on Child Care called for "cooperation with professional day care agencies, assessment of the needs of working women and their children, and acceptance of children of all racial, religious, and economic backgrounds at a cost parents can afford."
- Delegates to the 24th National Convention in 1967 voted to support "appropriate measures and adequate appropriations for child care services for children who need them" and to make child care a public policy priority. The following year, guidelines were written to implement this mandate that stated "today there is an increasing awareness of the importance of early education for the healthy growth and development of children. One cannot make a valid distinction between care and education." This approach to child care and child rearing is also reflected in a statement appearing in an official report written decades earlier. The report of the 1887 National YWCA Biennial Conference stated, "When the little one enters the Kindergarten at three years, a new world opens to him [sic]. Immediately his heart, head, and hands are enlisted in his every day work. The little plays and sweet songs are full of meaning and a part of the whole plan of education."
- During the same historical **1970** National Convention of the YWCA of the U.S.A. at which delegates approved the *One Imperative –"to thrust our collective power toward the elimination of racism wherever it exists and by any means necessary"* – they also voted "to give special emphasis to the immediate establishment of an extensive network of adequate child care services," further strengthening the ability of YWCAs to deliver high-quality care to children. The subsequent **1972** publication of *Child Care: A Plan That Works*, provided YWCAs with suggestions for strengthening child care at the local level and guidance on how to effectively avoid racism and sexism in child care programs. The basic premise underlying the YWCA's approach to child care is reflected in this statement from this cutting-edge publication: "When group care is needed, as

it is for many children at this time, it must be available to *all* who need it and it must be *quality* care."

- More than two decades later, child care remains a priority. Delegates at the 1996 National Convention committed the organization to continuing its active advocacy for public policies that ensure economic security for women, including (1) welfare reform which provides access to comprehensive health care, *child care,* education, job training, jobs, and nutrition for all recipients; and (2) adoption of comprehensive public policy that places a high priority on adequate *child care and dependent care.*

Today, after a long and pioneering history of providing services to children and families, 296 *YWCAs* throughout the nation are providing innovative, quality child care services to a *half a million* children at more than 1,000 sites. YWCAs today provide a wide range of programs for their community and the women they serve. This encompasses a number of direct service programs: full and part day, before- and after-school programs, emergency and drop-in care, and services for homeless children, children of teen parents, and children with emotional and physical challenges.

YWs also provide indirect service programs that enhance the quality, supply, and accessibility of child care on the local level. In many communities, YWCAs train child care providers, manage child care resource and referral systems, teach babysitting skills to youth, and serve as the networking link for family day care homes.

Although each local YWCA has its own governance structure and establishes its own programs based upon assessment of its unique community needs, the guiding principles (and historical precedent) for each of these programs are *high-quality, inclusive, anti-racist, anti-sexist, and anti-bias* care. Since its inception more than 135 years ago, the YWCA of the U.S.A. has served the needs of women and girls through advocacy and social action to fulfill its mission to empower women and girls and eliminate racism.

How do YWCAs care for children today?

Child care services	296 YWCAs provide child care services to 451,319 children
Child care centers	276 YWCAs care for more than 388,911 children in more than 1,000 sites
School-age care	223,000 school-age children and youth are cared for in 384 YWCA sites
Care for abused children	seven YWCAs care for 2,461 abused children
Professional development	44 YWCAs train 7,957 caregivers
Family education	290 YWCAs provide parenting education and other services for 503,914 parents; 52 YWCAs teach parenting skills to 5,241 teens

What Gives YWCA Child Care Its First Name?

Historical notes on the organization

The first Young Women's *Christian* Association in the United States began in 1855 as a strongly Christian-based agency. Membership was limited to women who belonged to a Protestant church. A national movement within the organization, beginning in 1906, led it to become increasingly open in its membership policies. This movement was spurred by the student associations, who in 1920 eliminated church membership as a requirement for membership in the YWCA and instead required a statement of "personal acceptance." In 1926, the organization's statement of purpose was changed to invoke members "to lead young women into membership and services in the Christian church."

By 1949, the stated organizational goal was to be "Christian *and* open." Eventually, in 1967, a new Purpose statement was adopted which acknowledged the *roots* of the organization but stipulated that membership was open to *all women*, regardless of religious or ethnic background. This was a significant, though gradual, shift for the YWCA – a transformation from a strong, actively Christian-centered agency to an open, nonsectarian association in which no programs, including child care centers, should foster any one religion.

Led by women for women

Since its inception, the YWCA of the U.S.A. has remained an organization serving primarily women and governed *entirely* by women. The organization's goal of empowerment of women and girls and the elimination of racism is woven through the fabric of the organization and has shaped the nature of its delivery of services during its history.

Much of the uniqueness of the YWCA's child care program is found in this mission. First, the YW believes that the *availability of affordable, high-quality care affects not only the development of the child, but the opportunity for economic as well as personal advancement and fulfillment of the mother.*

Taking care of children is a vital part of our efforts to empower women. Dependable child care makes it possible for women to further their education, take on increasing responsibility in the workplace, and perhaps to improve their parenting skills. This deep commitment to helping the mothers and guardians of children, coupled with providing high-quality care for children, distinguishes YW programs from others.

Although the YWCA has met with various challenges in the courts through the years, today it still retains its women-only membership status. Women of all ages, religions, sexual orientations, and with varying physical capacities are welcome as members. Women who participate in programs and/or receive services are voting members who play a significant role in determining the policies of the organization.

YWCAs create important leadership and growth opportunities for women from diverse backgrounds and experiences. For this reason, it is important that YWCAs ensure that mothers and female guardians of children in child care become members of the organization. As members, they have the opportunity to become involved in organizational decision making, which opens up possibilities for honing or contributing their leadership skills and encourages participation in other programs offered by the YW.

The richness and variety of the entire collection of programs in each YWCA is another unique aspect of child care in the organization. Just as families and children have the opportunity to move between child care and a number of other programs of the YW, important collaborative, *synergistic relationships* can be established between the staff of YW child care centers and other program areas.

Child care professionals can lend their expertise and knowledge of children to benefit staff and volunteers of other YW programs, whether the services are directly to the child or to the family, such as housing, employment preparation, health and exercise classes, battered women's shelters, rape counseling, and crisis centers.

Reciprocally, staff from other YWCA program areas can be valuable resources for child care, for example, by providing nutritional advice, classes in large motor skills, or information and support to help deal with abusive/violent family situations. These staff members can also be a source for marketing ideas and campaign coordination. Coordination of advocacy efforts with other departments make the advocacy effort more effective. YWCA employees all benefit from a fruitful exchange of ideas and creative problem solving.

YWCA child care programs...

- are a valuable, indispensable resource to the community are innovative, of highest quality, and responsive to expressed needs of women and families
- uniquely respond to fit their community needs, interests, and cultures share a common history of cutting-edge programming and a fundamental mission to empower women and girls and eliminate racism

Significance of the Executive Director

The key to a successful journey toward creating a YW child care program that fully integrates the organization's mission is the guidance of a steady hand for the organization, its staff, and volunteers. The Executive Director provides the leadership; lays the groundwork for the type of staff and volunteers hired, their continuing education, the learning environment of the child care center, and the level of quality expected; and oversees child care program operations. She should be the best model for others of the mission in action, and should always be kept informed about what is happening in the child care programs.

Because YWCAs have different governance models, relationships will vary among the Board, Executive Director, Child Care Director, child care staff, and volunteers. Executive Directors and/or their designees should include in new staff orientation a clear explanation of the governance model used in the association.

One of the most challenging responsibilities, and ultimately most powerful element of YWCA child care, is how the child care program addresses the central goal to empower women and eliminate racism. Executive Directors, in collaboration with the child care manager/director, must *scrutinize each program*. These two leaders are encouraged to ask probing questions, such as:

- How does the child care center conduct outreach into the community for both participants and staff? What groups or individuals have yet to be reached?
- Who is hired to provide child care? How diverse is the staff (re: gender, ethnicity, religion)?
- Are staff and volunteers oriented to strengthen their understanding of how the YWCA mission is integrated into the child care program?
- How does the curriculum actively counter bias, prejudice, stereotypes, and other *isms?*
- Are families aware of the organization's mission and what this means for YWCA child care programs?
- Do all staff and caregivers have appropriate and frequent development opportunities designed to enhance the knowledge, attitudes, and behaviors essential to creating a anti-sexist, anti-racist, bias-free program? Are these conducted at a time when families can participate so that they, too, can learn key principles for a bias-free education at home? Are learning opportunities conducted in languages other than English?
- How is the quality of your center's care assessed? How often are regular program audits conducted?

Inclusive programs

How do you create an effective program that teaches children to celebrate diversity and resist bias? First, recognize that diversity represents the richness and uniqueness of our lives. It encompasses individual interests and capabilities, racial and cultural heritages, age, gender, religion, sexual orientation, family composition, language, the varying social realities affecting children and their communities, (including the availability of economic resources, access to technology, demographics), and health and safety concerns (McDonald, 1996). In order to work effectively with children, families, and communities in your YW child care program, this range of differences needs to be incorporated into the design and delivery of all program components.

Why is this inclusionary thrust important in child care? The early years are a particularly formative time for children. Usually between the ages of 2 and 5, and sometimes earlier, children's experiences and maturity enable them to become increasingly aware of gender, race, ethnicity, disabilities, and other differences among people. Infants, toddlers, and preschool children are beginning to form attitudes and values, and are strongly influenced by the opinions and biases held by families, friends, and society (both positive and negative).

Early childhood is also a time when children begin to understand how some comments and actions can hurt the feelings of others. A sense of fairness begins to permeate children's interactions. The roots of citizenship are taking hold. A program in which diversity and inclusion are a central theme helps prepare children for a society which is colorful in its languages, customs, and values. Your program can help children learn to work together, understand and value just and fair treatment, and communicate across differences (McDonald, 1996).

Therefore, *all* employees and volunteers need to be prepared to address issues of diversity and bias effectively, and to maximize the *positive* impact of your program for *all* of the children and their families. Adult responses to children's ideas and actions can have a powerful influence on their feelings and judgments. Frequent learning opportunities for staff and volunteers – to discuss difficult issues that are likely to arise and to engage in regular continuing education – are critical.

For example, think about the diverse meanings that *family* might have for a child in your center. For one child, *family* may mean a mom, dad, and siblings; or it may mean the grandmother and aunt who raised her; or two moms who are both legally her parents. *Family* may describe the three generations that live within the same household (McDonald, 1996).

When you consider the diverse meanings that *family* can have for a child, you begin to see the impact staff can have as they relate to the children and families. Program and curriculum choices are affected, such as how you speak to children about families; who attends family conferences and when these are scheduled; how you incorporate the language of families; how different family structures are represented; how to interpret children's play around family themes; and how you prepare for Mother's or Father's Day.

An integrated, activist approach

No matter where you begin to consider diversity (in gender, race, economic circumstances, learning styles, language, or culture), the YW leadership as well as the child care staff and volunteers all have to think about the beliefs and attitudes that you want to promote and the policies which support them. Regular assessment of what each person says and does when communicating with children, especially around issues of diversity, is essential because caregivers are potent role models for children of how they should act and react toward others.

Sometimes child care programs include a variety of activities that are intended to celebrate individual differences, such as reading a book about Chanukah each December, preparing tortillas during Hispanic Heritage Month, taking a field trip to the Chinese New Year parade, making maracas, sharing an occasional lesson on not hurting one another, or covering children's eyes so they can have some sense of what it is like to have impaired vision.

If activities such as these are well-integrated into an overall program that rejects bias and is multicultural, they can add richness to the curriculum. However, if isolated activities are scattered infrequently throughout the year, or are seen as a quick way to incorporate a multicultural approach, children are not likely to connect the ideas to their own lives (Lopes, 1993). These fragmented, superficial activities are considered to be a *tourist approach*. This approach, which trivializes and often misrepresents groups, is ineffective and can even be counterproductive.

What can be done every day, then, in interactions with children and others involved with your child care program? An *integrated, activist approach* to early childhood education and school-age care that stands up against bias and is multicultural will incorporate the following components:

- As an organization, adopt clear anti-bias/nondiscriminatory policies. Publicize them with families, current and potential staff, vendors, and children. Follow through to change behaviors that run counter to your policies.
- Ensure that children and adults treat

each other with respect. Teach, model, and use cooperative conflict resolution skills. "Establish a classroom permeated with success, trust, and mutual respect" (McCracken, 1993, p. 3).

- ▶ Monitor the language used to describe situations so that all words used carry a message of inclusion, knowledge, and acceptance of others.
- ▶ Explicitly counter prejudice and bias. Discuss racial/hurtful incidents that happen in your program or in the community. Make it clear that prejudiced remarks or discriminatory behavior hurt other people's feelings and are not allowed (McDonald, 1996). Offer alternative ways to respond or resolve differences.
- ▶ Talk about stereotypes and about how unfair and hurtful they are. Teach children to recognize and challenge stereotypes and caricatures of different groups (Horikoshi, 1993). Work with children to develop healthy self-esteem and confidence so they can stand up for themselves and others.
- ▶ Set limits and intervene immediately when children display discriminatory or exclusionary behavior. Be unwavering in how you apply the principle.
- ▶ Establish and implement a rule stating that: No aspect of a child's or adult's identity, be it gender, race, ethnicity, disability, religion, socioeconomic class, dress, sexual orientation, name, or any other aspect is ever an acceptable reason for exclusion or teasing (Derman-Sparks, 1991).
- ▶ Study educational materials to expand staff understanding about an inclusive, constructive curriculum. Use these resources to develop an inclusive curriculum and find ways to change discriminatory behavior (Derman-Sparks, 1989). Work out a long-term plan to guide children who consistently exhibit racist behavior into more positive interactions.
- ▶ Incorporate diversity naturally into all activities, learning spaces, and interactions with children. "Broaden children's genuine understanding of themselves, their friends, and the other people with whom they will live near and work" (McCracken, 1993, p. 3).

Use these questions, which are adapted from DeBord (1994), Derman-Sparks (1991), and McCracken (1993), to analyze the messages children pick up from their daily activities, toys, television, videos, recordings, games, books and stories, and even the posters and pictures in the child care setting.

- ▶ What messages are contained in the story line, vocabulary, or graphics? Are these messages congruent with the YWCA's mission to empower women and girls and eliminate racism?
- ▶ How are women portrayed? Are their achievements attributed to their own initiative and intelligence, or are they attributed to good looks or relationships with males?
- ▶ What value judgments are placed on human relationships, living conditions, and cultures? Do images or the text promote stereotypes, or do they offer genuine insight into the group or individual?
- ▶ How are problems resolved? Who is considered to be responsible for the problem?
- ▶ Who seems to hold the power and make important decisions? Do females and non-European cultural groups only play supportive or subservient roles?
- ▶ Are families depicted in contemporary (as well as historical) and realistic ways, rather than stereotypically? Is diversity within as well as between cultures emphasized?

- Who are the heroes and heroines? Who are they helping? Which heroes/heroines are given respect?
- What effects could the illustrations or text have on children's self-image? For example, is the color black treated with dignity?
- When was the item published? How well do the content and illustrations reflect today's understanding of history and how children learn?

Child Care's Unique Relationship Within the YWCA

In many YWCAs, child care plays a major role in the organization, and offers many advantages – both for the YW and the child care program. The roles of the YWCA Child Care Director and Executive Director provide leadership to the program and the agency, respectively. Their roles usually differ from those in other child care centers in two important ways.

- The director of a large YWCA child care center manages a large budget, supervises many staff, and serves many children and their families. She is supervised by another staff member and may have minimal contact with the Board of Directors and/or other decision makers. In contrast, free-standing child care program directors typically relate directly to a Board of Directors and have significant input on decisions made by them.
- A YWCA Executive Director is responsible for the fiscal well-being of the YWCA, but is not directly in control of implementation of the child care program.

These roles require a significant amount of management teamwork in order to avoid gaps in communications between the Executive Director and the Child Care Director. There must be an effort on the part of both individuals to keep an ongoing dialogue despite the many daily responsibilities both people have. A regularly scheduled meeting, preferably in person, is recommended.

Every effort must be made so that decisions based on the well-being of the organization are clearly communicated to the Child Care Director and by her to the rest of the child care staff so that information is not miscommunicated to parents, volunteers, and the community.

This review of the recommended goals, rationale, and observable indicators here, and the details that follow in this guidebook, are intended to assist YWCAs that incorporate child care programs as they work to ensure that families, children, and staff feel a part of the organization, and that the entire YWCA benefits from the skills and knowledge of the child care staff.

Child care staff implement the YWCA's mission

The YWCA mission has a long history of empowerment of women and elimination of racism. YWCA child care staff are expected to share a common understanding of this mission and its impact on all child care initiatives, activities, and relationships. Every YWCA program, including child care, *must* respect and celebrate diversity, including racial, religious, cultural, social, economic, and lifestyle differences among families.

Child care was developed in YWCAs in order to make it possible for women to become empowered. Therefore, it behooves association child care programs to be flexible in meeting the needs of mothers.

Families and communities also need to feel confident that children placed in YWCA programs receive high-quality care. YWCA leaders can use these questions to assess how well a child care program measures up to the organization's mission.

- Is the purpose of the child care program compatible with, and suitable to, the mission of the YWCA?
- Do all YWCA written materials such as annual reports and brochures – produced within the association and the child care program – state the association's unique sense of the relationship of child care to its mission? Do these materials include the child care program's vision statement, describe whom the program serves, and explain the YWCA's role in supporting the child care program's work?
- Do child care materials – created for YWCA members, children's families, and the community – clearly demonstrate an understanding of the mission and the relationship between the association and child care program?
- Do leaders within the association, including child care staff, affirm the value of diversity by intentionally creating an anti-bias perspective among all who work in the YWCA child care program? One way in which these leaders work to eliminate racism is by creating a developmentally appropriate, multicultural and multi-ethnic environment and curriculum which goes beyond a "tourist" approach (described earlier in this chapter and in Chapter 6).
- Do YWCA leaders and child care staff understand the importance of the empowerment of women by creating and maintaining a child care program that recognizes the diversity of women's goals and assists them in achieving those goals through program policies and practices?
- Do association leaders work together with their child care staff on YWCA public policy issues as they relate to child care? Do YWCA leaders educate children's families about those issues and encourage them to be involved in achieving public policy goals?
- Do child care staff invite children's mothers or female guardians to become active in YWCA activities? Are these women encouraged to prepare for and accept decision-making roles? Are they included as supporters of the YWCA's role in educating the community on child care issues?
- From the beginning of their employment, do child care staff understand the process by which public policy decisions are made in the YWCA? Do staff work in concert with these positions while interacting with families and/or the children in their care?

Child care programs function within YWCA governance structures

YWCAs should always have as their goal a spirit of working together to maintain accountability through a clearly defined decision-making structure. Therefore, all YWCA leaders, including those in child care programs, should fully comprehend the unique YWCA governance model, its organizational structure, whom to consult on public policy issues, and where ultimate authority rests for decisions. Answer these two questions to help determine how effectively YWCA child care programs operate within association governance structures.

- Do all parties understand – and is it documented in writing – that child care is a YWCA program that follows all of the association's constitutional and policy decisions?
- Do written YWCA documents clearly establish the roles of the association leadership and child care leadership in policy-making and implementation? In daily program administration?
- Do child care families and volunteers have opportunities to offer appropriate input regarding program policy? Are families involved in appropriate decision making about the child care program?
- Do leaders – YWCA and child care – seek to provide fair salaries, benefits, and good working conditions for all personnel?
- Have YWCA child care leaders developed program goals designed to achieve high-quality care that responds to children's and families' needs and backgrounds, including their culture, race, religion, and family composition?
- Are current research and trends in early childhood education and school-age care, as well as other child care issues, brought to the attention of YWCA staff and board?

YWCA child care administrators focus on high quality

All YWCA program leaders – including child care – are responsible for carrying out high-quality programs and upholding the association's legal, fiscal, and organizational health. Administrative responsibilities include facility management, fiscal standing, and program quality. In addition to all legal and financial commitments, YWCA program leaders are expected to meet all applicable licensing standards. These questions can be used as a guide to assess administrative performance.

- Do YWCA child care and association leaders work together to maintain the program's respected ethical and legal status?
- Are families, staff, and community experts involved in the process of regularly evaluating the child care program?
- Do association and child care leaders create a safe, secure environment for children within the YWCA?

The YWCA and its child care programs maintain strong links

Regular and open communication at all levels is essential to sustain high-quality programming. Open communication between child care staff and the Child Care Director will help her in informing the appropriate YWCA leadership. The Child Care Director should keep the Executive Director and/or other designated staff informed on child care public policy and program issues so that the Executive Director can accurately provide information to the Board of Directors. Receptivity to one another's work, and the issues that impinge on that work, is critical. Ask these questions to determine the level of collaboration among YWCA staff.

- Are child care staff given opportunities to learn about the YWCA mission, governance structure, and history?
- Do staff of various YWCA programs, including child care, exchange information about their respective programs and

activities? Do staff share resources – equipment, community contacts, expertise, and personnel – whenever possible and appropriate? Are marketing plans, recruitment strategies, and advocacy efforts coordinated? When more than one program uses space, do leaders meet to coordinate and negotiate how their various needs will be met?

- Are child care leaders involved in decisions about their space, equipment, and materials?
- Are child care staff recognized as child development experts to be consulted by other program staff when planning programs for children and youth? Are YWCA staff with expertise in areas relevant to child care consulted by child care leaders before related segments of programs are developed?
- Is a YWCA board member appointed to the child care and/or parents' committee? Are child care staff invited to events within the YWCA when it is appropriate and consistent with invitations offered to other YWCA staff?
- Are the mothers or female guardians of children in child care encouraged to participate in leadership positions? If membership dues are difficult for a parent to pay, are arrangements made to make membership possible?

YWCA child care programs are fiscally responsible

Affordable, high-quality child care is the goal for YWCA programs. The association leadership is expected to have a firm grasp of the issues regarding the child care program and the resources committed to it. These questions can help YWCAs assess whether their fiscal goals are being met.

- Do YWCA child care leaders prepare a sound, ethical annual budget that reflects good management practices? Does the budget reflect the association's mission, policy decisions, and priorities?
- Does the fee structure make it possible for families at various income levels to enroll their children (scholarships, sliding fee scales, discounts for more than one child)? Are the resources to cover these items allocated within the budget?
- Is an annual review of the fiscal status of the program conducted with the child care staff, committee, and/or families?
- Is the Child Care Director adequately trained to understand, and regularly informed about, the YWCA's fiscal situation? Are child care leaders educated by association leaders about the YWCA's overall program and the resources it commits to child care?

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Chapter 2

Relationship to YWCA Public Policy

The uniqueness of the YWCA's child care programs has been a source of pride and strength in communities nationwide for more than 130 years. YW child care continues to shape the lives of thousands of children daily. In addition to the everyday interactions within child care programs, YWCA child care staff members are especially encouraged to work actively within the YWCA policies and procedures to help shape public policies that affect the children, their families, and the child care profession.

Beginning in 1913, the YWCA of the U.S.A. has, through convention action, coupled public policy with direct services. This marriage of advocacy and service to achieve the mission is illustrated in this story, used as an introduction to the current YWCA *Global Education* program.

> A group of people living in a valley noticed that babies were floating in the stream flowing from the nearby mountain. The villagers quickly began pulling drowning babies from the stream, and continued to do so hour after hour, day after day.
>
> After several days, a woman from the village announced that she was going to climb to the beginning of the stream to find out why the babies were in the stream and to stop the problem at its root. Others argued that she needed to continue to help them or they wouldn't be able to save as many babies. The woman insisted on going to the beginning of the stream to seek the root cause of the babies' drowning and stop it from continuing.

This is what the YWCA frequently does. While some of us are saving babies by "pulling them from the stream," others are working to stop the actions which put them in the water. At the same time that YWCAs are providing services to meet women's needs, we take public policy positions and advocate for changes to make those services work, sometimes until they are no longer needed. Recent examples include:

- Many YWCAs provide services to victims of rape, while nationally we help draft legislation to protect the right of confidentiality for victims of rape.
- YWCAs provide breast cancer detection, education, recovery, and support services to approximately half a million women a year as we advocate nationally and locally to support insurance regulations to ensure coverage for mammograms for women beginning at the age of 40.
- Almost half a million children benefit from YWCA child care services while we advocate together for standards ensuring high-quality child care, resources to provide affordable, accessible child care programs, and policies which allow low- and moderate income mothers choices in care for their children.

Public policy in the YWCA is a means to empower women and girls and eliminate racism and in some cases, if we are successful, to drastically reduce or even eliminate the need for some of the services we provide.

YWCA of the U.S.A. – Historically an Agent of Change

The unique character of an organization is defined by its

- membership,
- policy,
- advocacy, and
- programs and services.

The YWCA of the U.S.A. has a long history as an agent for change on behalf of women and girls. The association has used its experience and expertise to ensure fairness, equality, empowerment, and freedom for millions of girls, women, and their families.

The YWCA's founders, intent on serving women and their families whose lives were uprooted by the Industrial Revolution, soon found that the conditions leading to unemployment, homelessness, discrimination, and disease had to be fought simultaneously. YWCA public policy programs – combining service and advocacy – continue that legacy of women who dedicated their lives to making the lives of others better. As the map of the world continues to shift and people become increasingly interdependent, the urgency resonates for us to apply our knowledge and expertise to the continuing problems we all face in the global community.

YWCA public policy is more than an evolving program addressing the needs and problems of women and their families. It challenges the status quo and provides a channel for change consistent with YWCA commitments. Through its public policy positions, the YWCA of the U.S.A. identifies and provides valuable programs and services while it works to eliminate the conditions that create the need for these services.

The YWCA has always made a difference. YWCA members will continue to be vigorous advocates in Washington, D.C., and locally, involving themselves more than ever in services and advocacy programs that have an impact on the local, state, national, and international scene.

YWCA public policy positions and initiatives...

- demonstrate the organization's mission in action – in the community and in the world at large
- provide ways to take a stand on issues we care about most and are voted on at each National Convention

Public Policy Priorities – Where do they come from and who works on them?

The National YWCA Continuing Public Policy Program, as adopted and amended by previous conventions, establishes the authority by which the National Board acts on matters of public policy that are important in the realization of the mission and goals of the YWCA. This program provides a framework for action by associations as they accept the responsibility implicit in the YWCA mission to work through a variety of activities for peace, justice, freedom, and dignity for all people. New positions can be added to the program or current positions amended through the YWCA's Convention Process.

In addition, Public Policy Priorities are adopted each convention cycle. Prior to convention, priorities for consideration by convention delegates can submit amendments to these priorities or bring resolutions to add a new priority to be considered by convention delegates. The process is determined by the rules voted on by community and student associations before convention.

Through the Convention process

Actions taken at the 1996 convention on public policy priorities related to child care illustrate how the Convention process works. This case example is included in Appendix D.

Implementing YWCA public policy positions

After convention action determines public policy positions, each segment of the YWCA determines the strategies befitting its role within the organization.

Responsibilities of the National Board's Public Policy and Advocacy Committee

The National Board's Public Policy and Advocacy Committee is made up of National Board members. It is their responsibility to review the YWCA's Continuing Public Policy Program and recommend any changes to the National Board; keep informed about the National Public Policy and Advocacy Program and about local/state issues and concerns related to the Public Policy Priorities adopted at the previous convention and present to the National Board its recommendations for Public Policy priorities for the next convention cycle. The National Board makes the final recommendations for change to the Continuing Public Policy Program and for next convention cycle's Public Policy Priorities to the convention delegates.

Roles of national staff

National staff in the Advocacy and Research Division of the YWCA of the U.S.A. disseminate the public policy positions to the associations; determine its plans to achieve the desired goals, implement the best strategies, and monitor national legislation and regulations in areas of the public policy priorities.

When action is needed, the YWCA of the U.S.A. uses several strategies to address the public policy positions approved at convention, including:

- communicating with federal policymakers – members of Congress, the Departments and the White House through meetings, correspondence, phone contacts, testimonies, and briefings;
- organizing and joining public events – rallies, conferences, press conferences, issue forums, and lobby days on Capital Hill;
- working in coalitions with other national organizations to increase successful advocacy efforts – grassroots organizing, lobbying policymakers, drafting language for new legislation or amendments to current proposals, and co-sponsored advocacy events;
- publishing alerts, bulletins, fact sheets, and other resources for local YWCAs to take action; and
- mobilizing local YWCAs to lobby policymakers, educate its members and constituents so that they are informed voters; and participate in national initiatives.

YWCAs can lobby policymakers. However there are special rules regarding non-profit organizations. (See Appendix D, Section D.11.)

Child care advocacy includes many, if not all, of these strategies. As part of the most active national child care coalitions, the *YWCA Child Care Unit* participates in determining national strategies, advocates on the national level, disseminates information to YWCA child care advocates across the country, and coordinates the YWCA Child Care Network.

The YWCA Child Care Network

This Network is made up of YWCA child care advocates, both staff and volunteers, who send their name, address, and telephone and fax numbers to the Child Care Unit, at the Washington, D.C., office of the YWCA of the U.S.A. The Child Care Unit coordinates the Network. Members of the Network receive bimonthly mailings, action alerts, faxes, and invitations to participate in events such as conference calls and regional training.

There is no charge to become a member of the YWCA Child Care network and no limit on the number of people from an association who can join. Mailings are frequently the same or similar to bimonthly mailings to Executive Directors and Presidents; however, Network members get the mailing directly and usually receive it earlier. In an Executive Director's busy schedule, it may well take some time before a particular document goes from her mail to the person most directly involved in the issue. A registration form for the YWCA Child Care Network is found in Appendix D. To sign up for the Network, complete the form and submit it the Child Care Unit at the Washington office in the YWCA of the U.S.A.

Association staff are also encouraged to keep the national office informed so that when requests for specific anecdotes or stories are needed to present a point of view on a piece of legislation or the formation of a regulation, the Washington, D.C. office can readily reply. It can also lead to the YWCA being featured in a news story or an event. For example, the YWCA of the U.S.A. was asked to have a speaker at a rally in the nation's capital to urge Congress and the President to provide more money for child care. Because the

YWCA of Western New York kept the Child Care Advocate informed of its work and concerns, arrangements were made for that association's Director of Child Care to speak at the rally, the only child care administrator to do so.

With more and more decisions being made at the state level, associations are advised to work together to influence those decisions. It is also advisable to join state coalitions and to have the YWCA speak with one voice. A YWCA representative could keep other associations in the state informed of the work of the state organization. One innovative approach occurred in Texas when the YWCAs there joined together to hire a part-time lobbyist.

Statewide workshops and meetings can be coordinated with YWCA state and regional councils, or child care staff may want to reach out to nearby associations to plan advocacy efforts. Child care staff should consult with their Executive Directors as to the best way to proceed in their association.

The YWCA of the U.S.A. keeps state-by-state fact sheets on child care information based on updates received from associations and national publications. Child care staff are encouraged to send the Washington office information about child care in their state and local communities, as well as their involvement in advocacy efforts.

Actions appropriate for Community and Student associations

Community and Student associations use policies and procedures agreed upon by their association's leadership to promote the public policy positions. Associations have finite time and resources. Therefore, they may select a number of priority issues on which to focus, and choose not to become locally involved on other priority issues; however, they cannot take a position in opposition to one agreed upon through the convention process.

Each association's Board of Directors establishes its own governance model, including whether or not to have a Public Policy Committee, and if so, how it is constituted. In some cases, the Public Policy Committee includes YWCA members who are not on the Board of Directors. In other cases, the Board of Directors may have decided that only women elected to the board may serve on the Public Policy Committee. In either case, mothers and female guardians of children in the child care program are eligible to serve by virtue of their membership in the YWCA.

In many associations, the staff associate to the Public Policy Committee is the Executive Director. In other associations, the Executive Director may designate another staff member. In either case, it would be wise to include the Child Care Director in discussions involving child care, either before or while decisions about specific child care issues and strategies are being made.

When action is determined regarding child care issues, families of children in child care programs can become powerful allies. The Child Care Director and staff should work closely with the Executive Director and/or Public Policy Committee in educating and activating the grassroots support from families in their programs.

To be most effective, all segments of the YWCA must work together. An effort to get increased funding for child care is an example of collaboration.

▶ In 1995, the YWCA sponsored a national

Child Care petition drive. National staff prepared and disseminated the petitions. YWCAs throughout the country organized signature drives, and 40,000 signatures were collected. Dr. Prema Mathai-Davis, National CEO, was the featured speaker at a national press conference, where she was joined by leaders of other organizations such as the National Association for the Education of Young Children (NAEYC).

- Local YWCA staff from nearby YWCAs came to Washington to join national staff in delivering the petitions to key senators and representatives. Some community YWCAs met with their member of Congress. In some cases, the local media covered the petition drive and there were several stories in the national press.

Examples of YWCA child care public policy advocacy locally

Many YWCAs are active in child care, working within their communities to make a major difference on child care issues.

- Susan Gaska, former CEO of the YWCA of Western New York, wrote "20 Ways to Be a Strong Public Policy YWCA", which was subsequently distributed through the New York Council of YWCAs. (See Figure 2.1 on page 25)
- The YWCA of Western New York has been innovative in addressing child care issues locally. In September, 1996, the Board of Directors and staff participated in a retreat where they learned about recently enacted child care and welfare legislation and began planning strategy for the year's work. (See Figure 2.2, page 27 for the meeting agenda and an example of one of the resources prepared for the retreat.)
- State and regional councils of YWCAs can also be active participants. Renee Adamany, YWCA New York state contact for child care, circulated an advocacy survey (Figure 2.3 on page 28), provided information on creating a child care advocacy bulletin board (Figure 2.4 on page 30), and led a workshop on child care advocacy for other YWCA Child Care Directors in the state.
- Several years ago, the YWCA of Lancaster, Pennsylvania, began publishing semi-annual reports of public policy actions taken by YWCA committees and individuals. A copy of the child care-related parts of one such report is illustrated in Figure 2.5 on page 31.

YWCA
WESTERN NEW YORK

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20 Ways to be a Strong Public Policy YWCA

© Susan Gaska, YWCA of Western New York

1. Read and discuss the public policy items adopted at Convention. Why are they important - do they exist in like form in your community - why do you believe that action is necessary.
2. Are these public policy items being worked on by a reputable group in your community - if so, call up and join in.
3. If not, think about what you can do. Is this an action issue, a research issue - put a think tank together.
4. Review all your programs against both the Core Programs and the Public Policy Action Agenda - do they fit?
5. Ensure that Staff Development I takes place and that all new staff are fully trained on the Mission of the YWCA and the fact that we deliver both service and action, program and and policy.
6. Devote a board retreat to studying local community hot issues and determine the YWCA response.
7. Invite community leaders on issues to address your board, staff and committees at each meeting. Focus on a topic at a time e.g. domestic violence. Ask your speakers what the public policy issues are locally and nationally. Ask your speakers what the program gaps are locally and nationally.
8. Clip and share articles, examples attached. Subscribe to *Ms.*, *On The Issues*, etc. Use HandsNet. Building awareness is step one.
9. Read and discuss: newspaper articles dealing with (everything actually) rape, sexual assault, domestic violence, school curriculae, teen pregnancy, child care, elder care, women, feminism, poverty, violence, divorce. Look for the policy issues - is the reporting accurate - is there stereotyping involved - is there a focus which ignores many relevant issues - is there another viewpoint.
10. Write letters to the editor and/or devise a service strategy to respond.

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11. Policy can be research and the publication of that research. Adopt a local topic, e.g. welfare reform, and put together a research group. Publish and publicize your findings. Conclude by calling for the policy changes necessary to empower women and eliminate racism.

12. Ask your board and staff what they each think are burning policy issues - you will be surprised! Discuss them, see if something resembling consensus can be reached about one or two. Make them your own and start to work on them.

13. Educate your members, via your newsletter or information session - brown bag lunch for instance. You are required to lead (not follow) your members according to Convention action, but you are also required to educate and listen to members. Almost all members will support a policy position if they understand why it has been adopted. Don't be afraid of dissenting viewpoints - they are the strength of the YWCA. Explain to your members how the process works at Convention - let them know there is no belief litmus test for joining - that while actions are taken based upon majority Convention vote, all viewpoints are welcome within the YWCA

14. Be represented by an articulate, empowered representative on all the existing coalitions, task forces and commissions within your community. Share what is learned and integrate this information into your planning.

15. Don't be afraid of losing 501(c)3 status, but do be sure you follow the law.

16. Start with a topic that is related to one of your major program areas, e.g. child care or domestic violence. You will have "instant credibility" plus a sound base of factual knowledge to draw upon. The change will not be perceived as radical by anyone as it is an extension of your present area of service and expertise.

17. Be driven forward by the Mission and the empowerment of women and the elimination of racism, not driven back by fear of critics.

18. Talk about the desire of your YWCA to become active, everywhere - put it in your newsletter, tell your colleagues.

19. Buy some board training, not on governance, but on visioning - teach the relationship between policy and action - develop a plan to become the leader of the women's community.

20. Don't shirk opportunities - however not all issues require a response. Sometimes silence is best, e.g. *Sports Illustrated Swimsuit Edition*.

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Figure 2.2

YMCA OF WESTERN NEW YORK BOARD RETREAT
"THE PUBLIC POLICY OF CHILD CARE"

Friday, September 20
Hyatt Regency

5:30 - 6:00	Social
6:00 - 6:45	Dinner
6:35 - 7:15	Board meeting
7:15 - 7:20	Welcome
	Sue Gaska, Executive Director
	Ann Evanko, President of the Board
7:15 - 9:00	YWCA of WNY Child Care Programs
	Marilyn Zahm, Public Policy Committee Chair
	Tracey Banks, Director of Child Care Services
	Connie Downing, Director of Extended Day Program

Saturday, September 21
YWCA of Western New York

8:30 - 8:45	Continental breakfast
8:45 - 10:00	Child Care Issues at the Federal Level, Part 1
	Rhea Starr, YWCA of the U.S.A. Child Care Advocate
10:00 - 10:15	Break
10:15 - 11:00	Child Care Issues at the Federal Level, Part 2
	Rhea Starr
11:00 - 11:45	Child Care Issues at the State/Local Level
	Pet Angello-Kulu, Executive Director Child Care Coalition Of the Niagara Frontier
11:45 - 12:00	Overview of Child Care Issues in Erie County
	Marilyn Zahm, Public Policy Committee Chair
12:00 - 12:45	Lunch
12:45 - 2:30	Problem Solving Small Work Groups
	Summary and Future Tasks
2:30 - 3:00	Summary and Future Tasks
	Marilyn Zahm

YWCA Child Care Advocacy Survey (Adapted from New York Council of YWCAs' Survey)

1. What has been the extent of your involvement in advocacy?

   NONE MINIMAL AVERAGE HIGH

2. Please briefly list what activities you have done in terms of advocacy.

3. Have the parents of the children in your association's child care center been involved in advocacy efforts?

   YES NO

   If you circled "yes," list how they have been involved?

4. Have the child care center staff members been involved in advocacy efforts?

   YES NO

   If you circled "yes," list how they have been involved.

5. Are you a member of the New York State Child Care Coordinating Council?

YES NO

If you circled "yes," list your involvement.

6. What has been the extent of your involvement with advocating for child care with elected officials?

NONE MINIMAL AVERAGE HIGH

Please list the activities that you have been involved in with elected officials.

7. What has been the extent of your involvement with your local Child Care Resource and Referral Agency or other child care agencies?

NONE MINIMAL AVERAGE HIGH

Please list the activities in which you have been involved.

Thanks again for completing this survey. Please add any other information that you think would be helpful in terms of advocacy.

Name____

YWCA of ____________________________________

Let's Stand Together for Children Bulletin Board

Hurray For...

List recent local, state, national initiatives that support child care

We Request the Pleasure of Your Signature...

See your child's teacher for advocacy letter information

Pictures of children in the middle

Thank You Letters

Post responses that elected officials sent to individuals. These are form letters, but first-time letter writers are thrilled to receive a response.

Child Care Newsletters

Add copies of local, state, and national newsletters

News Alert or Red Hot Items

Attach clippings on current issues

Current Information

Highlight interesting events such as YWCA Week Without Violence, Worthy Wage Day, Week of the Young Child, YWCA Week

Figure 2.5

NOTE: The following is part of the YWCA of Lancaster, Pennsylvania's semi-annual public policy only; the entire document consists of public policy activities in all issues and consists of activities of staff and volunteers on behalf of YWCA public policy priorities.

PUBLIC POLICY PROGRESS REPORT
June, 1995 - November, 1995

	Activity	Person(s) Responsible
	ECONOMIC SECURITY	
1.	Spoke on empowering teen girls on WLAN radio Nov. 29th	Heidi Cody Adrienne Friedman
2.	The Action Network was activated to lobby Sen. Arlen Spector regarding inclusion of child care in the Welfare Reform Bill.	Public Policy Comm.
3.	Participated in a panel of questioners for Rep. Gekas, Sen. Specter's Aide, and Kathleen Dougherty at the League of Women Voters forum on Welfare Reform on Aug. 30th.	Sharon Lopez
4.	Attended a United Way Legislative Breakfast with a representative of the Ridge Administration	Linda Martin, Maureen Powers
5.	Witnessed a teleconference on federal child care funding July 26th.	Wendy Duschl
6.	Spoke about funding for child care for teen parents at a legislative breakfast sponsored by the Healthy Mothers/ Healthy Babies Coalition.	Adrienne Friedman
7.	Attended the PACCA Public Policy Comm. meeting 9/21.	Adrienne Friedman
8.	Received training on bring information to businesses on child care and elder care.	Adrienne Friedman
	VIOLENCE	
1.	Attended MH/MR hearings to advocate for therapeutic services for abused children.	SAPCC staff

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2.	Interviewed on WLAN radio about sexual assault/abuse abuse services for children.	Hallie Martyniuk, Terry Johnson, Adrienne Friedman
3.	Attended the Mid-Atlantic Regional Child Abuse Prevention Conference.	SAPCC staff
4.	Hosted 184 supervised visits by non-custodial parents with their children.	Bette Schnippel Heidi Weber Enck

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Association Advocacy Efforts

Every day, you and other YWCA child care staff act as advocates for children, families, and the education profession. Several documents prepared by the YWCA of the U.S.A. Advocacy Division to assist associations in advocacy efforts are included in Appendix D.

These are just some of the capacities in which you call attention to important issues and stand up for what is right and best for children's healthy long-term development. You are a…

Role model for families and children – use positive guidance techniques, support children's learning, insist on anti-racist and anti-sexist relationships, interact in collaborative ways with adults, build family capacity to advocate for children, demonstrate leadership within the YWCA, community, your profession, and beyond

Teacher – help children learn to express feelings verbally, develop empathy for others, increase their assertiveness and sense of responsibility. Use actual events to help children decide what they can do to right an injustice. In some cases, children will also learn that not all attempts to right unfairness or stereotypes will succeed, but that it is important to try. One group of young children realized their school parking lot had no designated parking space for people with disabilities, so they placed a sign and painted a spot near the entrance, then wrote their own "tickets" to encourage able-bodied people to park elsewhere (Derman-Sparks & the A.B.C. Task Force, 1989).

Networker – identify allied professionals who support YWCA goals for children and families, refer families for needed services, collaborate with others to benefit children's development and family capacities, use community experts to prepare child care staff for advocacy roles

Community activist – call attention to children's and families' circumstances, become a reliable source for local media, speak up on family issues (health care, libraries, welfare), garner support for high-quality child care from local businesses and service providers, celebrate Week of the Young Child

Policy setter – establish local association policies that address YWCA of the U.S.A. priorities, build a network of advocates, develop YW connections with policy makers at all levels (YWCA board, local government and schools, state and national officials), insist on high standards for program licensing and accreditation

Child advocate – keep YW members abreast of issues, observe children's development, identify possible concerns and make referrals, plan culturally relevant and developmentally appropriate curriculum, teach conflict resolution skills, actively take part in professional organizations to increase skills and knowledge, offer highest quality YWCA child care programs

As directors and staff of YWCA child care programs, together with work of the Executive Director and the board, you make a lasting, positive difference in children's lives!

Sample Advocacy Activities

Public Policy Committee Explores Issues YWCA of Greenwich, Connecticut

The Winter 1995 issue of the YW's newsletter Dialogue *reported:*

> In 1992 the YWCA of Greenwich established a Public Policy Committee to educate members, board, and staff on community issues and needs and to engage in advocacy efforts supporting the YWCA's Mission. The committee's charge was to develop a public policy agenda based on the YWCA of the U.S.A.'s Continuing Public Policy Program, convention initiatives, board policy, community priorities, and its program of service delivery. To date, several policy positions have been adopted by the board: Health and Reproductive Choice, Affordable Housing, and Economic Security.
>
> This year the Committee is considering major issues regarding welfare reform and how the YW may want to expand its existing policy on economic security to include welfare reform. In an effort to become fully informed, two "TGIF" Breakfast meetings were organized, to educate and inform committee members. The first was held on Friday, January 13, with Barbara Potopowitz, Public Information Officer for The Permanent Commission on the Status of Women as the speaker.... The committee provided a petition drawn up by the YWCA of the U.S.A. asking representatives in Congress to re-authorize existing child care legislation as well as to increase funding levels in 1995. A copy of this petition is located at the Customer Service desk in the main lobby. We are urging members to stop by and sign it before March 1. Petitions will be forwarded to Congress.
>
> The Next "TGIF" Breakfast meeting will take place on Friday, March 17 at 9:30 a.m. Carol Femia, Commissioner of Social Services for the Town of Greenwich will be the guest speaker. We invite interested members to join us at this next breakfast to discuss issues of local concern. This is your opportunity to become informed and involved.

YWCA Staff Generate Media Coverage YWCA of El Paso del Norte Region, Texas

An article entitled "El Paso needs state funding to provide quality child care" in the February 14, 1995, issue of the El Paso Times *indicated:*

> Texas tightened its child-care standards last year, after being rated near the bottom among the states. Quality child care is more available in Texas, but mostly to those who can afford it. But more than 5,000 low-income working mothers are on the waiting list for child-care funding, said Peggy Logan, child care administrator for the YWCA.
>
> "If the state is going to require all single mothers on welfare to work," she says, "it must increase its funding dramatically."
>
> Even now, El Paso is being shortchanged. YWCA Director Myrna Deckert testified during the recent Senate Finance Committee Hearings that disparities in state funding for child care between El Paso and other Texas cities are enormous.
>
> At $55 a week to care for infants and toddlers, few working mothers can afford good child care without some help from the state or other sources. Unless states or the federal government appropriate enough money to pay for adequate child care, welfare reform is doomed in El Paso, in Texas, and elsewhere. Where are the thousands of women now on welfare going to find affordable child care?

And on March 3, 1995, the same paper headlined "YWCA receives 3-star honor" to call attention to this success story:

El Paso YWCA child care centers have achieved "Designated Vendor Status," which signifies that they provide services above state minimum standards.

"We're quite pleased, but we're particularly pleased we are able to bring this quality of care into the housing complexes," spokeswoman Lorita Campbell said.

Eight of the nine centers at low-income housing complexes received a "three-star status," the second-highest rating given by the Child Care Management Services under the Texas Department of Human Services.

YWCAs Work With Other Organizations and Legislators YWCA of Tampa Bay, Florida

In a feature called "People Working Together," the Winter 1995 Tampa Bay YWCA newsletter detailed "Child Advocacy: YWCA Priority."

Betty Bohan, YWCA director of child care centers, presently serves as the Chairperson of the Juvenile Welfare Board's Child Care Advocacy Committee and is also one of the founders of the "Children's Day" Committee.

On behalf of the YWCA and her own personal commitment, Betty works diligently with other child advocates and helped to coordinate a "Legislative Breakfast" sponsored by the "Children's Day" Committee and the Child Care Advocacy Committee.

Legislators and their aides were invited to participate in an informal breakfast discussion with local child advocacy leaders Jim Mills, executive director, Juvenile Welfare Board; Guy Cooley, executive director, Coordinated Child Care; William Philmore, executive director, Head Start; and a school board representative. Tours of the YWCA Child Care Center at Pinellas Village and four other model child care centers in Pinellas County were scheduled after the breakfast.

The "Legislative Breakfast" is another example of the YWCA's belief in working collaboratively with other organizations for the benefit of children.

Across the country, YWCAs offer and support a wide array of community outreach programs—battered women's shelters, gyms, cancer recovery groups, aquatic teams—in addition to child care. Child care offers the unique opportunity for YWCA staff to work closely, on a daily basis, with young children and their families. In high-quality programs, children thrive, families feel secure in pursuing their education and careers, employers report higher productivity, and caregivers gain a genuine sense of contribution to society. The resources found here are intended to help you achieve your goals for children and their families.

Reference

Derman-Sparks, L., & the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children.

Part II YWCA Child Care

You – and all other YWCA child care staff – are in an ideal position to make a real difference for children and families. Although state qualifications for Child Care Directors and staff vary, the administrative and supervisory responsibilities are much the same in every child care program in this country. Child care directors and teachers/caregivers, working with YWCA Executive Directors, staff, board members, and all association members, are charged with empowering women and eliminating racism.

Leaders support and encourage a wide variety of people in your child care program, guiding them to achieve their full potential. The quality of care offered in your YWCA is determined by how well you fulfill your responsibilities along with each of these people:

Directors – YWCA Child Care Directors are attuned to their administrative colleagues, teachers and caregivers, children and youth, and families, and aim to ensure that all thrive through association with the YW. Professional development – as an administrator and catalyst for human development – is essential if directors are to provide the leadership necessary to continually improve the quality of YWCA child care.

Teachers/caregivers – Committed, well-prepared guiders who keep up with the profession are the key to high-quality child care. Program directors encourage diverse caregivers to continue to develop their professional skills and knowledge about child development and education. You facilitate teamwork. The attitude that child caregiving is a worthy, important profession for the future of our society pervades your program.

Children and youth – Staff awareness about child development, education, and the critical growth that takes place from the early years into adolescence makes it possible for adult guiders to offer challenging, interesting activities and engage in interactions that support children's growth in all areas. New brain research affirms that experiences, beginning at birth and even before, greatly determine children's capacity to learn and get along with others. Children, from infants through school age, including those with a variety of differing abilities, delight in their daily progress and have a sense of true belonging in high-quality child care.

Families – YWCA staff are dedicated to strengthening families and supporting their childrearing. Each family feels welcome and comfortable in a good YWCA child care program. Family members, parents and others, are encouraged to take part in the program through service on boards, classroom participation, and in other volunteer capacities.

Allied professionals – In every community, YWCAs rely on a host of professionals who are eager to contribute their expertise and resources to people involved with your program. As director, you forge ties with health care providers, children and youth service workers, special educators, psychologists, substance abuse prevention specialists, service organizations, librarians, and many others who can join you in advocating for a family-friendly community.

Ideas received from YWCA Child Care Directors across the country are compiled here to support you in your quest to provide high-quality, inclusive care – drop-in, school-age, summer day camps, full-day, and part-day programs – for children from birth through their early teens. You are encouraged to adopt or adapt them in ways that best fit your program.

Remember – these ideas build on what we know about high-quality programs for children, and are intended to be used in conjunction with other good professional practices. The materials in this book add a unique YWCA perspective to our work as nurturers of the next generation.

The YWCA resources may be copied as needed for use within your YWCA program. Permission to reprint must be requested from the copyright holder for all other copyrighted material.

Chapter 3

Basic YWCA Child Care Operations

Whether your child care program is a long-established one or a new item on your YWCA board's agenda, your operating policies determine how well the program functions. At a minimum, a well-run YWCA child care program puts these policies into place long before opening its doors:

1. **philosophy** – your YWCA's vision, goals, and rationale for providing child care
2. **needs** – documentation that your child care program provides (or will provide) a valuable service to the community
3. **funding mechanisms** – how sufficient funding in addition to YWCA financial support and family fees will be sought to ensure the optimum level of care
4. **confidentiality and ethics** – policies regarding each family and child's right to privacy and professional standards of conduct for staff
5. **operations** – statement of basic policies for program implementation such as admission, fees, transportation, hours
6. **human resources** – roles of staff and board, relationships with families, employment policies and practices, continuing staff development initiatives
7. **unique program considerations** – building use provisions, local zoning restrictions, and other pertinent policies

The first five topics are covered in this chapter. Human resource topics are detailed in subsequent chapters of Part II and in the *Guidelines for Human Resources Management* (YWCA of the U.S.A., 1994). The last policy area – unique program considerations – must be developed by your YWCA in response to your own circumstances.

A few reminders: Maintain all policies in writing. Provide copies to all people who are affected – families, staff, volunteers, funding organizations. Review your child care policies at least annually, or whenever questions arise, to ensure that they are complete, current, legal, and serve your program well in its efforts to provide high-quality child care.

Reference

YWCA of the U.S.A. (1994). *Guidelines for human resources management*. New York: Author.

Child Care Philosophy

Your child care philosophy is likely to be the first child care policy your association establishes. It may well be written as part of the decision-making process about whether to offer, or change, your YWCA's child care program. The initial philosophy statement can set the stage for carrying out a needs assessment and then can be revised to reflect your community as you move into implementation.

Your child care philosophy statement is expected to *reflect the YWCA of the U.S.A. mission to empower women and girls and to eliminate racism*. An understanding of the Association's history of providing high-quality, anti-racist and anti-sexist care in an inclusive environment is incorporated throughout the document.

Your child care philosophy answers questions such as these

Goals—What are the basic aims of your child care program? What do you expect children to achieve? How will you support families? What is your policy on inclusion? What goals do you have for YWCA staff? What impact are you seeking to make in your community? How will progress toward your goals be measured?

Rationale—How does your program respond to community needs? How will you monitor those needs? Why do you offer certain services (i.e., drop-in care, before- and after-school care, transportation)?

Commitment to high quality—What is your association's stance on hiring and retaining well-qualified staff? How will your YWCA ensure that caregivers use professional practices? What human resources provisions will ensure that teachers, caregivers, and the program director continue their professional development? What role will the YWCA board play?

Sample Child Care Philosophy Statements

Child Care Program Philosophy YWCA of Minneapolis, Minnesota

The Minneapolis YWCA serves thousands of people each year in its programs and activities in health, recreation, leisure, political action, personal growth, and professional development.

The YWCA serves the interests of women and girls in more than 80 different countries through programs to help women deal with poverty, hunger, illiteracy, racial discrimination, sexism, violence, unemployment, and exploitation. The activities of the Minneapolis YWCA are designed to meet the needs of the whole person and to help women and girls reach their full potential.

In keeping with the YWCA program emphasis, the Children's Center strives to provide early childhood experiences for children from an economically and racially diverse population. The curriculum emphasis of the program is anti-bias. Children's Center staff are hired and trained for their ability to work with sensitivity to young children's developmental stages, genders, races, and cultures. Our aim is to provide a program which:

- Supports children and adults learning to accept and respect each other's differences.
- Teaches the true history of people's different cultures.
- Reflects the needs, lifestyles, languages, and culture patterns of the community we serve.
- Respects the work women and people of color do in society and encourages equal status for women and people of color.
- Encourages immediate action to interrupt discriminatory behavior.
- Emphasizes traditions and values of group cooperation and sharing while providing experiences for the individual child.

The YWCA Children's Center contracts with Hennepin County to serve families whose child care tuition is subsidized by the county through State Sliding Fee, Parent's Assistance Fund, STRIDE, and ACCESS. The Children's Center is also funded by United Way and provides tuition reduction through the Children's Center Scholarship Fund for families who are not eligible or are on waiting lists for county funding. Scholarship applications are available in each Children's Center location. The YWCA Children's Center is licensed by the Department of Human Services, Division of Licensing (296-3850) and accredited by the National Academy of Early Childhood Programs.

Child Care Philosophy Statement YWCA of Wake County, North Carolina

The YWCA Child Care Program will provide a warm, caring atmosphere where children are loved and accepted unconditionally. It is an inclusive program, open to all children regardless of color, race, economic status, religious background, and family composition. Staff members will strive to create an environment which is a careful balance between reliable security and stimulation that fosters exploration and growth.

We feel that parents should be involved in their child's development. The key to achieving this in a child care program is frequent communication between parents and the caregivers. The coordination will allow the program to supplement and complement other experiences in the child's life as well as provide the child with a sense of security that enhances development.

Our primary goals for this program include:

- To promote a sense of self-worth: A positive self-concept is the bedrock of all learning and growth.
- To foster independence and self-discipline: These two elements are necessary ingredients for problem solving and achievement.
- To provide opportunities for success: This encourages risk taking and appropriate expansion of parameters.
- To meet each child's individual needs: A concept which builds trust and a respect for others.

The YWCA feels strongly that having a childhood is the inherent right of every child. To this end, the goals and objectives of the program will be achieved through play. Play helps children to learn about themselves, those around them, and their environment. While playing, they solve problems, gain confidence in themselves, discover cause and effect, develop language, relate to others, and develop readiness for academic learning. They experience creativity, achievement, disappointment, sadness, pride, and joy. They move, think, sense, and grow. Play is the natural occupation of children.

The philosophy of the YWCA Child Care program will be actualized through use of the following:

- age-appropriate materials
- positive guidance techniques
- recognition and praise for accomplishments
- a balance and variety in types of activities
- encouragement to develop
- opportunities for cognitive development
- support during new experiences
- modeling of good health and safety practices

A Philosophy for Early Childhood Education YWCA of White Plains and Westchester County, New York

Our educational philosophy is based on a knowledge of how children develop and learn. We strive to create safe, nurturing, child-centered environments that are age appropriate. We are concerned with all aspects of a child's development — emotional, social, physical, cognitive, creative, and aesthetic. Respect for individual needs and the development of self-esteem in each child is fostered. The multi-ethnic emphasis of the YWCA encourages familiarity with and respect for all cultures. We support and work with parents as the primary caregivers of their children.

Live Y'ers Vision Statement YWCA of Lynchburg, Virginia

It shall be the purpose of the Before- and After-School Program to meet the needs of families whose children might otherwise be in self-care or be responsible for the care of younger siblings after arriving home from school. The Before- and After-School Program seeks to provide affordable before- and after-school care in a supervised, safe, secure, and nurturing environment. The Before- and After-School Program shall provide a variety of activities ranging from quiet study time to exciting and stimulating indoor and outdoor fun and shall include a nutritious snack.

Initially, the Before- and After-School Program shall serve selected elementary schools within the school system, with the long-range goal of expanding the service to all elementary schools and middle schools. The Before- and After-School Program shall be licensed by the State of Virginia to operate a child care center.

YWCA After-School Program Philosophy
YWCA of Nashua, New Hampshire

The YWCA After-School program strives to provide a structured, affordable, and enjoyable after-school experience for Nashua/Hudson area school children.

Our program goals include creating a wide variety of recreational, education, and athletic activities for children 6 to 12 years old. Our goal is for children to have fun and make friends in our program. In addition, we strive to help them develop social skills, conflict resolution skills, and a sense of belonging to the YWCA as a whole.

Our quality staff members supervise time for healthy snacks, assistance with homework, and recreation. We believe that all children and parents should be able to afford and enjoy high-quality after-school care.

Community Needs Assessments

High-quality child care is only possible when families and communities support it. Before pursuing development of a program, and periodically thereafter, your YWCA will document that your child care program provides a valuable service and is staying on target with its vision.

The information you gather will help you design and continue to focus your program so that it addresses the needs of your area's families.

An *initial* needs assessment might well incorporate findings on these topics:

- **demographics of the service area** – number of families, number and ages of children, children with special needs, elementary and middle school enrollments, neighborhood characteristics that impinge on location or type of service (i.e., traffic patterns, cultures, factory shift work)
- **child care availability** – number, location, and capacity of licensed family child care providers, early childhood programs, before- and after-school programs; family satisfaction with arrangements; waiting list lengths; services for children with special needs
- **local issues** – pressing concerns of families with young children and school-age youth such as housing; health care; affordable, convenient, high-quality child care; employment; domestic violence
- **quality assurance** – local, state, and federal standards that apply; potential for accreditation; size of pool of well-prepared child care providers

- **support mechanisms** – YWCA resources including funding and space; potential supporters and collaborators for funding, services, consultation

Regular *updates* of needs assessments might well include consideration of:

- **progress in the child care field** – new licensing standards, improvements in professional practice, changes in professional preparation opportunities, local child care program openings and closings, growth in number of accredited programs
- **demographic trends** – neighborhood changes such as revitalization, rezoning, migrations of population, ages of residents, employment
- **operating changes** – building capacity and condition, budgetary restraints, safety issues

Assessment strategies that several YWCAs use to gather the necessary data are listed here, including one survey used to identify children with special needs. Depending on the information you are seeking, you may need to employ other

Ideas to pursue in designing a community needs assessment

How can we find out what are the most critical human needs for children and families in our area? (infant care, preschool care, full-day, part-day, before- and after-school, special needs, shelters, counseling, parenting skills, teen family support, diversity, transportation, health)

How will we gather this information? (interviews, focus groups, questionnaires)

Where can we find what we need to know?

Who can help us identify our community's needs? (YWCA staff, families, United Way, government planning authorities, agencies, organizations, school principals and secretaries, young people, political leaders)

How close is the match between patterns of use and availability of care? How much care is licensed/unlicensed? How many children still need care? How old are they? Where do they live? During what times do families need child care? What specialized services are needed?

How affordable is our child care? What funds are available to supplement family fees? How fair are child care staff salary and benefit packages when measured against comparable work and qualifications?

Which community needs are we now serving? How satisfied are families with these services? Are there any YWCA children's programs that no longer meet needs in the community?

Which other community needs can be met by our YWCA? What process will we use to set our priorities for future action?

data-collection methods as well. Look for co-sponsors for your study who may already have the information readily available, such as United Way, local businesses, schools, licensing bodies and other government agencies, child care referral services, and community service organizations.

Use the material you gather to prepare a short, written report that summarizes findings pertinent to your child care program. Distribute the report to all who make decisions regarding the future of your YWCA child care program.

Sample Needs Assessment Methods

Assessment Methods
YWCA of Nashua, New Hampshire

For the Community Needs Assessment Update, several techniques were used to gather the opinions of local residents, service providers, and the clients of area programs. The Update consisted of four approaches.

1. Regional Household Survey. In a telephone survey, a randomly selected sample of 300 households representative of the population distribution in the area were asked a series of questions that sought to identify what they perceived to be the major human care problems in their communities.

2. Focus Groups. Seven focus groups were conducted in order to get an additional perspective on the problems and needs in the community. Focus groups included participants from the fields of direct client service and case management, education, agency administration (two groups), and three groups of service recipients (a group of unemployed persons, a group of working poor individuals, and a group of Hispanic persons).

3. Interviews. One-on-one interviews were conducted at the new Neighbor to Neighbor Clinic in Nashua and at the Milford SHARE program.

4. Analysis of Other Data. Statistics collected by the State of New Hampshire and information from the 1990 Census of Population and Housing were also reviewed to identify any health and social trends, and to help further document the problems identified by the assessment process.

A typical survey for school-age care apppears on page 47.

Two surveys (3.1 and 3.2) created by the YWCA of Western New York are reprinted on pages 48 and 49.

School-Age Care Survey

Our YWCA is conducting a study to see if your area has a need for a before- and after-school care program. Please answer these questions and return to your child's teacher by ____________________

1. How many children do you have now in each of these age brackets?

________3 to 4 years
________5 to 7 years
________8 to 9 years
________10 to 11 years

2. Will you need care for an elementary-age child sometime in the next 2 years?

________yes ______no

A. If you need child care *before* school, *beginning* at what hour?

________6:30 a.m.
________7:00 a.m.
________7:30 a.m.
________8:00 a.m.
________other

B. If you need child care *after* school, *ending* at what hour?

________before 5:00 p.m.
________5:00 p.m.
________5:30 p.m.
________6:00 p.m.
________6:30 p.m.
________other

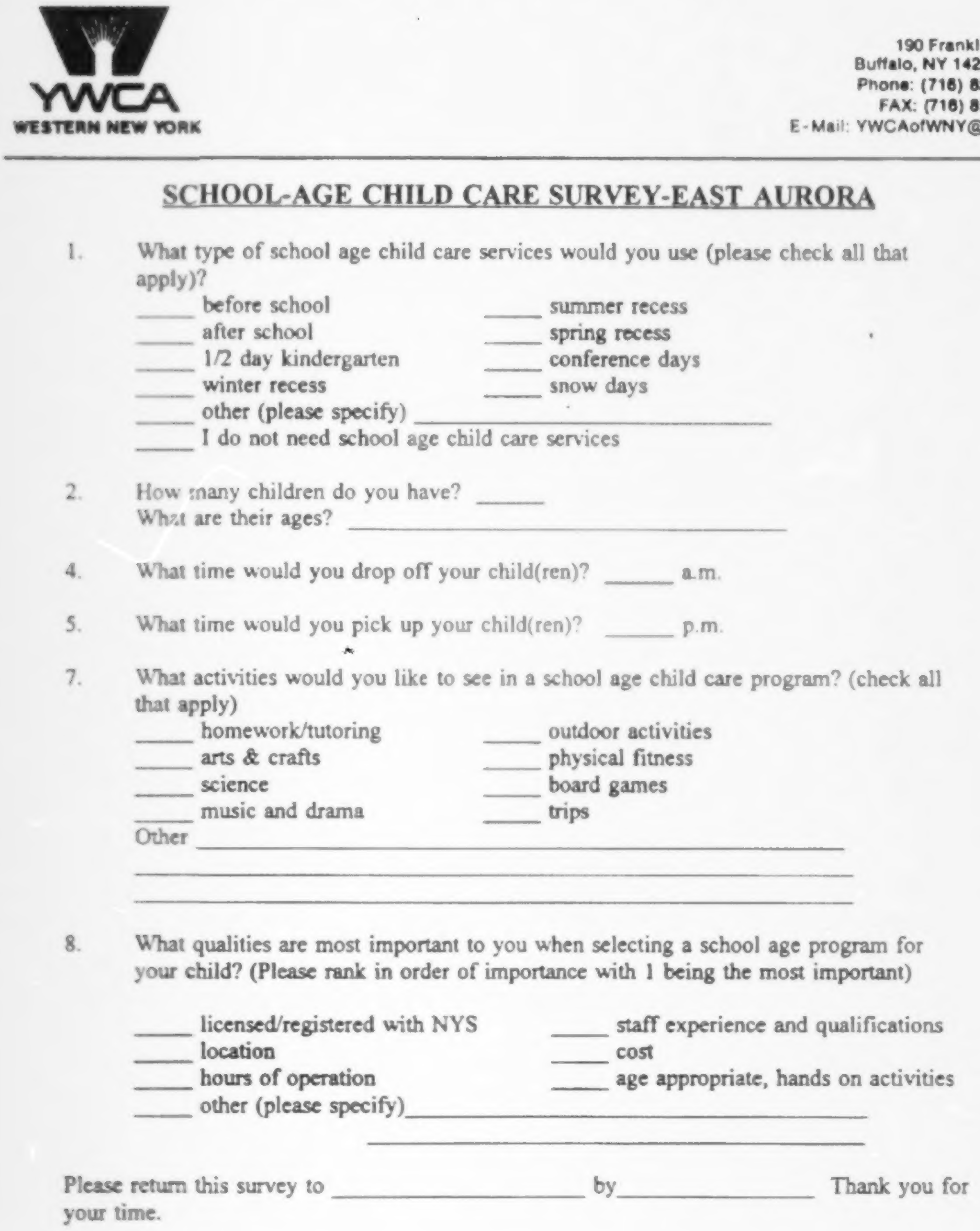
C. If you need child care on days when there is *no school*

________ *beginning* at what hour?
________6:30 a.m.
________7:00 a.m.
________7:30 a.m.
________before 5:00 p.m.
________5:00 p.m.
________other

________*ending* at what hour?
________other
________8:00 a.m.
________5:30 p.m.
________6:00 p.m.
________6:30 p.m.
________other

THANK YOU!

Figure 3.1



YWCA
WESTERN NEW YORK

190 Franklin Street
Buffalo, NY 14202-2482
Phone: (716) 852-6120
FAX: (716) 852-1629
E-Mail: YWCAofWNY@aol.com

SCHOOL-AGE CHILD CARE SURVEY-EAST AURORA

1. What type of school age child care services would you use (please check all that apply)?

_____ before school
_____ after school
_____ 1/2 day kindergarten
_____ winter recess
_____ summer recess
_____ spring recess
_____ conference days
_____ snow days
_____ other (please specify) ______________________________
_____ I do not need school age child care services

2. How many children do you have? ______
What are their ages? ______________________________

4. What time would you drop off your child(ren)? ______ a.m.

5. What time would you pick up your child(ren)? ______ p.m.

7. What activities would you like to see in a school age child care program? (check all that apply)

_____ homework/tutoring
_____ arts & crafts
_____ science
_____ music and drama
_____ outdoor activities
_____ physical fitness
_____ board games
_____ trips
Other ____
____
____

8. What qualities are most important to you when selecting a school age program for your child? (Please rank in order of importance with 1 being the most important)

_____ licensed/registered with NYS
_____ location
_____ hours of operation
_____ other (please specify)______________________________
____
_____ staff experience and qualifications
_____ cost
_____ age appropriate, hands on activities

Please return this survey to ____________________ by ________________ Thank you for your time.

Figure 3.2

YWCA
WESTERN NEW YORK

190 Franklin Street
Buffalo, NY 14202-2482
Phone: (716) 852-6120
FAX: (716) 852-1829
E-Mail: YWCAofWNY@aol.com

SCHOOL AGE CHILD CARE SURVEY - LANCASTER SPECIAL NEEDS

Please complete this questionnaire and return it to your child's teacher by ____________________

1. Child's name: ____

2. Child's current age: ________

3. Child's disability: ____

4. What specialized services would your child need? (personal care, feeding, communication, medication, etc.)

____
____
____
____
____

5. What specialized equipment or materials would your child need? Indicate if what materials or equipment you would provide.

____
____
____

6. If you need child care after school, how late do you need care?

_____ 4:00 p.m. _____ 4:30 p.m. _____ 5:00 p.m. _____ 5:30 p.m. _____ 6:00 p.m.

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7. How is your child currently being cared for after school?

____

____

____

8. What are the current barriers to getting after school care for your child?

____

____

____

____

9. Of the following activities please check the five that you feel would be most important for your child in an after school program.

_____ Sports and physical play
_____ Homework
_____ Music
_____ Leisure reading
_____ Dance and Movement
_____ Other please be specific

_____ Drama
_____ Creative Activity
_____ Free play
_____ Tutoring
_____ Cooking

____

____

____

10. Would you use an after school program if one was available in the Lancaster Central School District?

_____ Yes _____ No

If yes: Your name: ______________________________
Your address: ______________________________
Your telephone number: day ____________ evening ______________

PLEASE RETURN TO YOUR CHILD'S TEACHER BY ______________

Sample Needs Assessment Response

YWCA Outreach Programs
YWCA of Western New York

Imagine yourself in a stressful situation … a custody hearing in Family Court, or an appointment at the hospital for necessary medical treatment … and the frustration you feel exposing your children to the confusion and anxiety of court and hospital visits. The YWCA of Western New York has opened several outreach centers in area courts and hospitals to help parents and children cope. Parents can keep important court dates and medical appointments, knowing their children are in good hands.

YWCA Children's Center at Family, Erie County, and State Supreme Court.

Amy's Room, named for AIDS activist Amy Kutzbach, is a quiet place for children to rest and play while their parents receive HIV treatment at Erie County Medical Center.

Dylan's Room, named for Amy's son, serves children whose parents are receiving treatment at Children's Hospital's PACT Clinic.

Program Funding Mechanisms

Good child care is expensive, but well worth it for all concerned. Costs for YWCA programs typically include:

- administrative, teacher/caregiver, and substitute salaries and benefits;
- professional development;
- facility use, including space, utilities, and custodial services;
- furnishings and equipment such as cubbies, tables, playgrounds, blocks;
- consumable materials including art materials, food, hand soap;
- insurance, transportation (if provided); and
- miscellaneous costs such as field trips, outreach, scholarships

A major portion of the cost of high-quality child care is covered by fees paid by fami-

Across the country, YWCAs count on these financial supporters:

- city/county, regional, state, and federal governments;
- United Way and similar federated campaigns;
- local foundations;
- community service organizations such as Kiwanis;
- local faith communities;
- businesses and individual donors; and
- fundraisers such as luncheons, sales, parties

lies. Some programs base charges on a sliding scale tied to family income. Many YWCAs invest a large portion of their resources in the child care program they offer. YWCAs excel in the ability to garner outside sources to share the costs. You are in an ideal position to convince others that the high-quality child care services you provide benefit the entire community.

Grant applications are frequently submitted by YWCAs to supplement the cost of child care, either for start-up expenses, for a special project, or to maintain continuity of financial support. Whenever you apply for a grant, make sure you follow the requirements of the funder in preparing the application. Proposals typically include these provisions:

- name of lead individual and contact information
- brief summary of request
- overview of your YWCA and the vision
- description of request: definitions, need, goals, rationale, collaborators
- budget
- evaluation methods
- attachments: supporting material to substantiate the proposal such as letters of
- commitment from co-sponsors, IRS status, list of YWCA board members

A sample funding proposal written by the YWCA of Kansas City, Missouri, is presented on pages 53 to 56.

A sample funding proposal budget for an After-School Program Funding Proposal prepared by the YWCA of Topeka, Kansas, is provided in Figure 3.3 which begins on page 57.

Sample Funding Proposal

Request for Funding
YWCA of Kansas City, Missouri
Tuition Subsidies for Child Care

Submitted to:
Mayor Elizabeth Short
Members of the City Council
North Kansas City, Missouri

By:
Clay-Platte YWCA
2700 Buchanan
North Kansas City, Missouri

Request

Clay-Platte YWCA of North Kansas City requests $5,000 from the North Kansas City Civic Contribution Fund from Harrah's Casino to provide tuition subsidies to low-income North Kansas City Parents for child care.

Agency Overview

The YWCA of Kansas City, Missouri, is a multi-faceted social service organization operating three service divisions with four locations and several outreach programs in the Kansas City metropolitan area. The YWCA has provided quality services to women and their families since 1890.

In 1975 the YWCA made a commitment to provide high-quality, affordable child care services in Kansas City. As a part of our Children's Service Division, child care continues to be the centerpiece of YWCA programming. The YWCA's four branches—located downtown, in Raytown, Overland Park, and North Kansas City—offer child care for children ages infant through 12 years. These branches also operate teens' and women's services as outreach programs.

YWCA Children's Services also includes training and support services for child care providers, a resource and referral service for parents looking for suitable child care, and a Food and Nutrition Program offering administrative supports and hands-on guidance to child care centers and home care providers on proper menu planning and nutrition.

YWCA Teen Services operates five programs: Teen Mentoring, Pre-Employment and Basic Skills Training, Teen Parenting, YouthNet Outreach Program, and Youth Yellow Pages Resource Guide.

The YWCA's new division, Women's Services, is designed to offer support, advocacy, programming, and resources for women of all ages and their families. Currently the division provides health and wellness programming at three branches. Plans in

1995 call for expansion of existing services for women, as well as needs-based offerings in the areas of support, advocacy, and resources.

YWCA Mission Statement

The Young Women's Christian Association of the United States of America is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values. Strengthened by diversity, the association draws together members who strive to create opportunities for women's growth, leadership, and power in order to attain a common vision: peace, justice, freedom, and dignity for all people.

The association will thrust its collective power toward the elimination of racism wherever it exists and by any means necessary.

Program Definition and Description

Clay-Platte YWCA requests $5,000 from the North Kansas City Civic Contribution Fund from Harrah's Casino to provide tuition subsidies to low-income North Kansas City families for child care.

The Clay-Platte YWCA, located at 2700 Buchanan in North Kansas City, is a state-licensed child care facility offering services to children ages 2 to 12 years. Our year-round child care program includes three components—Transition Care for ages 2 to 3, Early Childhood Care for ages 3 1/2 to 5, and School-Age Care for kindergarteners through age 12. This YWCA branch also operates a summer Y-Land day camp for elementary-age children.

Licensed for 60 full-time participants, our current client population includes 61 full- and part-time children, 31 of whom are North Kansas City residents. Of all our enrollees, 75% live in single-parent families and 64% live in low-income homes (based on USDA Food Program income guidelines). More than half of the North Kansas City residents whom we serve—56%—are classified as "low income." Furthermore, 20% of our children receive assistance from the State of Missouri Division of Family Services (DFS). That percentage would surely be higher except that the Clay County DFS has a "freeze" in effect for new applicants and are only adding names to waiting lists for state assistance for child care for working parents. It is that portion of our client population that funding from North Kansas City would serve—the low-income families in North Kansas City who are income-eligible for state assistance for child care for working parents but who do not receive DFS funding because of the "freeze." Based on our January 1995 enrollment, only half of the certifiable low-income families we serve in North Kansas City receive DFS assistance from the state.

The tuition subsidy program would operate from June 1995 to May 1996—or until funds are depleted. Funds from this request would provide tuition subsidies for children from low-income families in North Kansas City whose parents do not receive DFS assistance because of one of the following: 1) They meet DFS assistance criteria but are on a waiting list due to the "freeze"; 2) They earn just above DFS limits for assistance but are nevertheless certifiable as low-income families based on federal USDA and HUD guidelines (copies of both income-eligibility guidelines are attached).

Applicants for scholarship subsidies will be required to meet at the very least HUD's income eligibility guidelines and will be required to submit documentation demonstrating their need for financial assistance. (See attachments.) Applicants must also submit proof of North Kansas City residence.

While $5,000 is not a large amount of money with which to provide financial assistance, those funds can go a long way toward providing quality child care for the family of a parent who might not otherwise be able to work or who might opt for inferior, unlicensed care for their child/children. For example, $5,000 would provide eight families with a $25 per week child care subsidy for 25 weeks.

If approved by North Kansas City for 1995 funding, Clay-Platte YWCA will continue to seek funding for this tuition subsidy program from individuals, local foundations, and corporations.

Since 1975, the YWCA has made a commitment to provide quality, affordable child care in the Northland. Access to quality child care for low- to moderate-income and single-parent families is one of our primary concerns. In order to serve more families, fees at Clay-Platte YWCA are set so that we meet expenses with little money left over for program enhancements. Indeed, our child care fees are among the lowest in the Northland, based on a survey by the Metropolitan Council on Child Care. Our budget does not include discretionary moneys to provide income subsidies or scholarships. Therefore, Clay-Platte YWCA requests funding from North Kansas City to serve low- and low-moderate income families here who need quality child care while parents work to support their families.

[Attachments]

Program Rationale

Three to four times per month—sometimes more often—we at Clay-Platte YWCA receive desperate pleas from parents seeking child care assistance so that they can better their lives for themselves and their families. Following are two examples from letters written to me and the YWCA Executive Board seeking scholarship aid:

"I have three children, ages 7, 5, and 3. I've been off and on welfare for 4 years, and now I know I have to go to school so that I can eventually earn enough to support my children. Their daddy is out of the picture. I have a Pell Grant so that I can enroll at Maple Woods, and now I need child care, especially for my 3-year-old, just while I'm at school. I get Food Stamps, and I'm on a waiting list for the Futures Program (a DFS child care assistance program for parents going to school). I have to pay rent, gas, electric, and phone bills, buy gas, groceries, and things for the children. I don't have much left over for child care."

"My ex-husband is $2,971 behind in child support. Also he is planning on leaving town. Last time he left town, he was gone for 6 months. That was 6 months I did not see any child support. Child support enforcement agency people have told me that if he misses a payment a warrant will be issued for his arrest. Now I've been notified that he has lost his job. So child support has stopped. I'm going to go apply for Food Stamps next Friday. I can only afford to pay $40 a week for child care for Carrie and Budd."

And just this week, a parent came into our branch with a plea for help with child care. He goes to school; his wife works. Even though they need 5-day-per-week child care, they are trying to juggle their schedules so that they can get by with only half-day child care, 4 days a week, because $40 is all they can afford per week for child care.

All three of the above examples describe North Kansas City families, none of whom are receiving state child care assistance.

The Missouri Division of Family Services provides child care assistance for families whose parents are attending school full-time, transitioning into the work force from welfare, or are among the working poor according to income guidelines. However, child care assistance funds from the state are now "frozen," according to Carolyn Morris, Clay County director of DFS. Families who meet income guidelines are placed on a waiting list. Currently 161 children are on that waiting list, and county officials will not speculate when they will be served. "Fully half of our applicants no longer need child care when we finally get to them," according to Mrs. Morris. "They have either quit work or school and are probably back on welfare or their children are old enough to not need child care."

Two of the three above examples of parents desperate for child care are income-eligible for DFS assistance and are on that waiting list. The third is not eligible because of the child support payments she is supposed to receive (but does not).

Indeed, the expense of quality child care for low- and middle-class families was cited as one of the high-priority child care issues in Kansas City at a forum on December 19, 1994, sponsored by the Metropolitan Council on Child Care. "Often good child care is cost prohibitive for working-class families," according to a committee report at the session.

Clay-Platte YWCA child care fees are among the lowest in the Northland, based on a survey by the Metropolitan Council on Child Care. Our $67 per week rate for toddlers is $18 less than the average area rate for that age group; our $60 preschool rate is $10 below the norm; and our $35 rate for school-agers is $24 under the local average!

The YWCA of Kansas City, Missouri, has experience in administering funds for scholarships and subsidies for child care. The Johnson County branch received and successfully administered Community Block Grant funds which were distributed to low- and low-moderate income families in Overland Park for scholarships for school-age care in 1992 and 1994.

If you are unable to fund the entire $5,000 requested for child care tuition subsidies in North Kansas City, any portion will be appreciated and make an impact toward providing quality child care for children of parents who are struggling to make ends meet.

Kansas Department of Social and Rehabilitation Services
Application for Grant
Child Care and Development Block Grant
Dependent Care Planning and Development Grant

Organization	YWCA of Topeka Latchkey Program
Address	225 SW 12TH ST Topeka KS 66612
Telephone	913-23[illegible]1750
Contact Person	Rebecca S. Fox
Title	Latchkey Program Director
Address	YWCA of Topeka 225 SW 12TH ST Topeka KS 66612
Telephone	913-233-1750 Ext 23
Purpose of Organization	Supporting, encouraging or providing programs for the development of the full potential of women, girls and families in all areas
County/Geographic	Shawnee County
Service Area	City of Topeka
Federal I.D. Number	48 0556758
USD #(s)	501
Type of Organization	Public ☐ Non-Profit ☒
Project Period	From July 1, 1995 To June 30, 1996

Grant Component(s) requested in this application:

____ Center Based Grant
  Check One
  ____ Establishment
  ____ Expansion
  ____ Quality Enhancement

____ Child Care Resource and Referral Grant

____ Child Care Provider Training/ Technical Assistance Grant

____ Family Resource Center Demonstration Project Grant

x School-Age Child Care Grant
  Check One
  ____ Establishment
  ____ Expansion
  X Quality Enhancement

____ Head-Start Wrap-Around Grant

____ Employer Child Care Campaign Grant

____ Provider Recruitment and Retention Grant

Project Cost

Total Requested Funds:	$27,531.94
* Total Other Project Funds:	
Total Project Cost:	$27,531.94

***Other Project Funds Sources**

The Budget Justification details a number of in-kind contributions from the YWCA of Topeka. An exact amount for these contributions was unavailable.

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Figure 3.3

ABSTRACT: Provide a brief overview of the project.

The YWCA of Topeka proposes utilizing Child Care Development Block Grant funds in a year-long process of staff training and development to make an anti-bias curriculum the foundation of the licensed day care programs -- pre-school, school age, and Girls Incorporated.

This proposal provides specific information on the latchkey proposal.

Authorized Applicant Agency Official

Name

Signature

Marilynn Ault

Marilynn Ault

Title Acting Executive Director

Date January 12, 1995

Please use a separate form for each grant application. You may reproduce this form.

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PROPOSED PROJECT BUDGET

EXPENDITURES FOR PROPOSED PROJECT ONLY	SOURCES OF FUNDING			
	GRANT * REQUEST	OTHER PROJECT FUNDS	TOTAL PROJECT COST	IN-KIND VALUE
1. Personnel Professional				5,160.00
Clerical	7,000.00			
Maint./Food Service				in-kind
Other (specify)	1,248.00			
2. Employee Benefits and Taxes	958.94			in-kind
Staff Training/Educ.				
3. Travel (mileage, per diem)				
4. Equipment & Furniture	900.00			
Vehicles (purchase/lease)				
5. Supplies Food	485.00			
Office	200.00			
Postage	100.00			
Classroom/Educational	8,700.00			
6. Contractural Services	7,760.00			
7. Occupancy Rent of space				in-kind
Utilities				in-kind
Bldg. Maintenance				
Renovations				
Telephone	180.00			
8. Insurance Accident/liability				
Vehicle				
Other (specify)				
9. Other: (Specify)				
TOTAL EXPENDITURES	$27,531.94			
PERCENT OF TOTAL PROJECT COST				

* For Family Resource Center, School Age, Head Start and Center Based components the grant request is to assist in the establishment of new services which may include up to 3 months of operation.

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BUDGET JUSTIFICATION - LATCHKEY

The personnel costs are designed to insure the project can be implemented as presented; that all staff can attend the one-day training and that at least 3 staff plus supervisory staff can participate in the support group.

The Equipment and Supplies costs are based on the categories as recommended in Chapter 2 of Anti-Bias Curriculum by Louise Derman-Sparks.

1. Personnel

Professional: The YWCA will make an in-kind contribution of the time of the Director of Youth Services, and the Latchkey Program Director. Each will be involved in coordinating the program, approving expenditures, serving on the Advisory Committee and possibly serving on the support group. The worth of this contribution is estimated as follows:

Director of Youth Services 15 hours/month @ $14.00/hour * 12 months	$2520.00
Latchkey Program Director 20 hours/month @ $11.00/hour * 12 months	$2640.00

Clerical: The YWCA will make an in-kind contribution of the time of the business office staff who will complete all financial transactions and produce financial reports involved with the grant.

Clerk
This position will be responsible for administrative details associated with implementation of the grant, i.e. training arrangements, trainer travel arrangements, preparation of purchase documents, minutes and meeting notices for support group and for advisory committee, and research regarding possible vendors and materials. This will be a parttime position of 875 hours at $8.00 per hour. (The hourly rate is in keeping with the pay equity policy of the YWCA).

$7,000.00

Maintenance/Food Service: This will be a YWCA in-kind contribution.

Other:

Center Director (2) 8 hrs @ $8.00/hour	$ 128.00
Recreation Leader I (5) 8 hrs @ $6.00/hour	240.00

This is to pay for the initial all-staff training.

Which positions will comprise the support group is unknown. The following was used to estimate those costs:

4 hours/month @ $22.00/hour (2 Center Directors and 1 Recreation Leader I) for 10 months	880.00

EMPLOYEE BENEFITS AND TAXES

Professional Personnel

An in-kind contribution will be made by the YWCA to cover the social security, unemployment compensation, workers' compensation, health insurance and retirement plan costs for the professional personnel.

Clerical

Social Security	535.50	
Unemployment Comp	139.30	
Workers' Comp	140.00	
		814.80

Latchkey Staff

Social Security	95.47	
Unemployment Comp	23.71	
Workers' Comp	24.96	
		144.14

EQUIPMENT:

Video Camera, tripod outfit	900.00

SUPPLIES:

Food

All-Staff Training - 7 latchkey staff, 2 supervisory staff, and 10 Advisory Committee members @ $15.00 per person (Breakfast, Lunch, Dinner & Breaks)	285.00
Refreshments for Support Group (5 people for 20 meetings @ 2.00 each)	200.00

Office

Paper, pens, pencils, copying, supplies	200.00

Postage

Mailings	100.00

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Classroom/Educational

Books - Instructor resource	1000.00
Books - Children	1500.00
Cassette/CD players/Recorders Instructional type for longer use 2 @ $300.00 each	600.00
Dramatic Play	200.00
Music	
Audio Tapes/CDs	300.00
Instruments	1500.00
Art Materials	
Paint, Crayons, beads, crafts	1000.00
Artwork - Visual Environment/Posters	1000.00
Manipulatives/Games	1000.00
Cameras (3) @ $100.00 each	300.00
Film and Developing	300.00

CONTRACTUAL SERVICES

2 trainers @ $250.00 each for 10 days to include 1-day staff training, 2-4 days with support group, travel, planning and consultation days	$5000.00
Travel - 2 trainers for 3 trips @ $300.00 each	1800.00
Lodging - 2 people for 4 nights @ $75.00 per night	600.00
Food - 2 people for 6 days @ $30.00 per day	360.00

OCCUPANCY

All rent of space and utilities will be an in-kind contribution of the YWCA.

Telephone	180.00

Use of the telephone will be necessary to carry out the project and will include local as well as long distance charges.

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Ethics and Confidentiality

Professionals who work with families and children face a variety of challenging moral and ethical questions every day. As pointed out in NAEYC's revised Code of Ethical Conduct (Feeney & Kipnis, 1996), child care staff have ethical responsibilities to

- children
- families
- colleagues
- community and society

Child care providers handle confidential records and information on topics such as health, family income, and legal status. Children often unwittingly reveal private information, such as "Mama's new boyfriend buys cigarettes for my big sister."

Teachers, caregivers, and directors strive to demonstrate respect for self and each other in all you do. At times, child care staff will be called upon to respond quickly to a difficult situation, such a long-absent parent who arrives to pick up a child or observation of suspected child neglect. Staff may find it difficult to develop trust in an inexperienced caregiver who works with them, or with an unreliable parent. Even decisions about disciplining a child or asking a parent to catch up on late payments may contain elements of ethical dilemmas.

Each YWCA child care program adopts high ethical standards that determine how all staff will interact with children, families, each other, and with people outside the YW. These models are presented here so that your YW can adopt, or reconsider, your statements with regard to ethics and confidentiality. Include your ethics statement in your Child Care Employee Handbook, Family Handbook, and provide a copy to each substitute guider and classroom volunteer.

Reference

Feeney, S., & Kipnis, K. (1996). *NAEYC's code of ethical conduct: Guidelines for responsible behavior in early childhood education.* Washington, DC: National Association for the Education of Young Children.

Figure 3.4 on page 64 contains a sample code of ethics.

Note. From "NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education," by S. Feeney & K. Kipnis, 1996, *Young Children, 51*(3), pp. 57-60. Copyright 1996 by the National Association for the Education of Young Children. Reprinted with permission.

NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood education. The primary focus is on daily practice with children and their families in programs for children from birth to 8 years of age: preschools, child care centers, family day care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, college professors, and child care licensing specialists.

Standards of ethical behavior in early childhood education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to:

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood in the context of family, culture, and society
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard

The Code sets forth a conception of our professional responsibilities in four sections, each addressing an arena of professional relationships: (1) children, (2) families, (3) colleagues, and (4) community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that arena, a set of ideals pointing in the direction of exemplary professional practice, and a set of principles defining practices that are required, prohibited, and permitted.

The ideals reflect the aspirations of practitioners. The principles are intended to guide conduct and assist practitioners in resolving ethical dilemmas encountered in the field. There is not necessarily a corresponding principle for each ideal. Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, will provide the basis for conscientious decisionmaking. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with sound professional judgment.

The ideals and principles in this Code present a shared conception of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

NAEYC's Code of Ethical Conduct *was prepared under the auspices of the Ethics Commission of the National Association for the Education of Young Children. The Commission members were: Stephanie Feeney (Chairperson), Bettye Caldwell, Sally Cartwright, Carrie Cheek, Josué Cruz, Jr., Anne G. Dorsey, Dorothy M. Hill, Lilian G. Katz, Pamm Mattick, Shirley A. Norris, and Sue Spayth Riley. Financial assistance for this project was provided by NAEYC, the Wallace Alexander Gerbode Foundation, and the University of Hawaii.*

NAEYC gratefully acknowledges the research and development work done for this project by Stephanie Feeney, Ph.D., Professor and Early Childhood Education Specialist at the University of Hawaii at Manoa, and Kenneth Kipnis, Ph.D., Professor of Philosophy at the University of Hawaii at Manoa.

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Section I: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem.

Ideals:

I-1.1—To be familiar with the knowledge base of early childhood education and to keep current through continuing education and in-service training.

I-1.2—To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.

I-1.3—To recognize and respect the uniqueness and the potential of each child.

I-1.4—To appreciate the special vulnerability of children.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.

I-1.6—To support the right of children with special needs to participate, consistent with their ability, in regular early childhood programs.

Principles:

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, religion, sex, national origin, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)

P-1.3—We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.

P-1.4—When, after appropriate efforts have been made with a child and the family, the child still does not appear to be benefiting from a program, we shall communicate our concern to the family in a positive way and offer them assistance in finding a more suitable setting.

P-1.5—We shall be familiar with the symptoms of child abuse and neglect and know and follow community procedures and state laws that protect children against abuse and neglect.

P-1.6—When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken. When possible, parents will be informed that the referral has been made.

P-1.7—When another person tells us of their suspicion that a child is being abused or neglected but we lack evidence, we shall assist that person in taking appropriate action to protect the child.

P-1.8—When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9—When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can keep other children from being similarly endangered.

Section II: Ethical responsibilities to families

Families are of primary importance in children's development. (The term *family* may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals:

I-2.1—To develop relationships of mutual trust with families we serve.

I-2.2—To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I-2.3—To respect the dignity of each family and its culture, customs, and beliefs.

I-2.4—To respect families' childrearing values and their right to make decisions for their children.

I-2.5—To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood programs.

I-2.6—To help family members improve their understanding of their children and to enhance their skills as parents.

I-2.7—To participate in building support networks for families by providing them with opportunities to interact with program staff and families.

Principles:

P-2.1—We shall not deny family members access to their child's classroom or program setting.

P-2.2—We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do.

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall inform families of and, when appropriate, involve them in significant decisions affecting their child.

P-2.5—We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of events that might result in psychological damage.

P-2.6—We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any pro-

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posed research projects involving their children and shall have the opportunity to give or withhold consent.

P-2.7—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.

P-2.8—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. The policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.9—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we are concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.

P-2.10—In cases where family members are in conflict we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.11—We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been adequately provided.

Section III: Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this area is to establish and maintain settings and relationships that support productive work and meet professional needs.

A— Responsibilities to co-workers

Ideals:

I-3A.1—To establish and maintain relationships of trust and cooperation with co-workers.

I-3A.2—To share resources and information with co-workers.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles:

P-3A.1—When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern and attempt to resolve the matter collegially.

P-3A.2—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

B— Responsibilities to employers

Ideals:

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To maintain loyalty to the program and uphold its reputation.

Principles:

P-3B.1—When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to note when we are speaking for the organization and when we are expressing a personal judgment.

C— Responsibilities to employees

Ideals:

I-3C.1—To promote policies and working conditions that foster competence, well-being, and self-esteem in staff members.

I-3C.2—To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood education.

I-3C.3—To strive to secure an adequate livelihood for those who work with or on behalf of young children.

Principles:

P-3C.1—In decisions concerning children and programs, we shall appropriately utilize the training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4—Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5—Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7—Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8—In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, religion, sex, national origin, handicap, age, or sexual preference. We shall be familiar with laws and regulations that pertain to employment discrimination.

Sample Confidentiality Policies

Confidentiality Policy
YWCA of Wake County, North Carolina

1. Confidential information will include but not be limited to the following:
    - reports to child protective services
    - specific health issues including some communicable diseases
    - source of children's fee payment
    - staff pay
    - mental health issues
    - assessments and evaluations
    - description of incidents needing discipline
2. Sharing of the above information will be on a "need-to-know" basis with parents, staff, agencies, and other participants.
3. Information about children will only be given out after receiving written permission from parents.
4. A pro-active role can be taken by staff by suggesting that information can be shared with parental permission.
5. Staff-to-staff exchange of information will be done in a professional manner displaying respect for families and children's right to privacy.

Rationale: Program participants and their families have a right to privacy which the YWCA staff will respect and protect.

Figure 3.5 is a sample confidentiality policy from the YWCA of Bergen County, New Jersey.

Child Care Operations

All staff and families must be provided with copies of your YWCA child care operating policies. These policies make it possible for your program to function more smoothly and with far fewer questions. You are urged to seek legal advice as appropriate, and to obtain copies of all government regulations and funder requirements that apply to your program before formulating or reviewing your policies and procedures. As new information becomes available (about transmission of AIDS, for example), make sure it is incorporated into your documents.

Child care operating policies and procedures typically address topics such as these:

Business Operations

1. **Hours of operation**
    Office and child care service hours
    Program holidays and other closures
    Severe weather arrangements (hurricane, snow)
2. **Program fees**
    Contracts, deposits, due dates, rate schedules, and payment methods
    Scholarship eligibility and application process
    Provisions for late payments, scheduled absences, late pick-ups, refunds

Program Implementation

1. **Admission requirements and enrollment procedures**
    Mother (or other female guardian) YWCA member, or father an associate
    Forms: emergency contacts, development, liability release
    Health and immunization records,

CHILDREN'S EDUCATIONAL SERVICES
CONFIDENTIALITY POLICY

The policy of the Y.W.C.A. CHESS Program as regards the issue of confidentiality of information is as follows:

1. Information about a child belongs to the child with the parents acting on the child's behalf. Consequently, parents have unlimited access to the records of their child.

2. Periodic review of the child's record with staff is advised.

3. All records shall be maintained in locked file cabinets.

4. Y.W.C.A. Staff will be permitted access to records on a need to know basis as determined by the director.

5. Records will not leave the main office without permission of the director.

6. No information about a Y.W.C.A. family may be released to another agency without the written consent of the family concerned.

7. Families will be advised that all information they give to the Y.W.C.A. staff will be shared with other staff as necessary.

8. In the event that records of a family are subpoenaed, the person responsible for these files will advise the family that the records have been subpoenaed.

9. Records of a child who has participated in the Y.W.C.A. program will not be routinely transferred to the elementary schools. It is the responsibility of the parents to deliver the records of their child to the elementary school.

10. All Y.W.C.A. employees are required to treat information about Y.W.C.A. families responsibly and with discretion. Staff are permitted to discuss information about families with other staff only on a need to know basis. Information about Y.W.C.A. families not a suitable topic of casual conversation among staff or in the presence of children.

11. Staff who violate the family's right to privacy will be subject to personnel action as determined by the director. When warranted, such action may include suspension or dismissal.

12. Staff are especially advised to refrain from discussing information about families in the presence of other families and with their own families or friends.

Staff Signature

Date

including any allergies
Permissions: emergency medical care, field trip, photo/publicity release, authorized drop-off and pick-up people
Transportation arrangements/YWCA vehicle use

2. **Communication with families**
   Home language and cultural context
   Daily reports, conferences
   Classroom observation and participation
   Referrals

3. **Medical issues**
   Health: breast feeding, diapering, toilet learning, daily well-child checks, conditions under which a sick child will be excluded, provisions for sick-child care, re-entry after illness, permission to administer medication)
   Procedures: emergency health care in event of injury, severe weather, your state's regulations regarding child abuse/neglect reporting, notifications of contagious diseases, emergency drills

4. **Inclusion of children with disabilities**
   Intake process and forms
   Accessibility, professional practices
   Contacts with allied professionals, follow through in child care

5. **Classroom practices**
   Inclusion, supervision responsibilities, guidance, integrated curriculum, developmentally appropriate practices, staff diversity

Sample Operating Policies and Procedures

YWCA Vehicle Use
YWCA of Bangor-Brewer, Maine

YWCA vehicles: In order to use a YWCA vehicle you must sign it out on the appropriate sheet located in the front office. Anyone using a YWCA vehicle must abide by the following procedures:

- You must be properly licensed to operate a YWCA vehicle.
- Never let the gas gauge fall below 1/2 a tank. Gas cards are available for sign out in the front office.
- Check the oil with each fill up.
- There are two tanks in Van Go. Our policy is to keep one tank full at all times and to keep the second tank over 1/2 full.
- Fill out mileage information after each use. (Book available in each vehicle.)
- If you notice any mechanical or other problem with a YWCA vehicle, please bring it to Chuck's attention immediately.
- All vehicles need to be kept clean at all times.
- All vehicles need to be locked after each use (windows up, etc.).
- Vehicles should never be overcrowded: one person or child per seat belt.
- Do not leave children unattended in any vehicle. [emphasis added]
- You must obey all speed limits and traffic rules.
- Drivers must wear seat belts.
- Registration and insurance cards are located in each vehicle.
- Emergency and breakdown information is located in each vehicle. (Review this information frequently.)
- Vehicles will be used for YWCA purposes only.
- Be aware of emergency phone numbers for the areas through which

you will be traveling.

- During cold weather, warm up the vehicles before moving.
- Fill out weekly vehicle checklist as required and put in Chuck's mailbox.
- Windshield wipers should be turned on only after the vehicle has been properly warmed up and the windshield cleaned of all ice and snow. Wipers should be turned off after each use (before engine is shut off).

Personal vehicle use: Anyone using a vehicle other than the YWCA's does so at their own risk. The YWCA is not responsible for anything that happens.

While transporting youth/children in vehicles other than the YWCA's, you will need your supervisor's permission. You will need to abide by all speed limits and traffic rules.

The YWCA reimburses staff at the rate of 25¢ per mile for work-related mileage. This requires prior approval of the director of youth and child care services.

Traffic violations: Any staff member who receives a traffic violation while using a YWCA vehicle or transporting youth/children in a personal vehicle is responsible to pay all fines. Disciplinary action may be taken up to and including termination.

Figure 3.6, which begins on page 71, contains program policies and procedures from the YWCA of Maricopa County, Arizona. These include a Statement of services, program policies and procedures, fire drills, fee policies, photo/publicity release, emergency contacts, drop-off/pick-up procedures.

YWCA OF MARICOPA COUNTY

YOUTH PROGRAMS

STATEMENT OF SERVICES

Welcome! Please read the following policies, procedures and services and return the attached signature sheets for our records. These policies and procedures are required in part by our licensing authority, the Arizona Department of Economic Security; and in part, by the YWCA of Maricopa County Administration. They are set for the benefit of your child so you can rest assured your child will receive the best possible care while in our program. For your information, the YWCA of Maricopa County does carry liability insurance. No person shall be discriminated against because of race, color, age, sex, national origin, or handicap.

Current youth program services to which this statement applies:

* LITTLE LEARNERS PRESCHOOL * SUMMER DAY CAMP

BUSINESS OPERATIONS

I. HOLIDAYS

All programs and facilities are closed on the following holidays:

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

II. OFFICE HOURS: 8:00 AM - 4:30 PM

III. POLICIES AND PROCEDURES FOR PROGRAM FEES:

- Refunds: No refunds will be made unless special circumstances exist and with approval of the Youth Services Director.
- Late Payments: Must be made by Friday of current week, or child cannot attend program on Monday. Any other arrangements must be made with the Youth Services Director.
- Late Pickup: Programs end at 6:00 PM. Any child picked up after 6:00 PM will have a late fee charged at the rate of $3.00 per 5 minutes. Late charges are due at the time they are incurred.
- Should it be easier to pay every two weeks-payment must be made in advance. Other arrangements must be scheduled with the Youth Services Director.
- Methods of payment include: Cash, check (with a guarantee card), Money Order, MasterCard and VISA.
- A form is available at the front desk for reporting anticipated absences. Weekly fee will be waived with a one week notice of anticipated absence. Emergencies excepted.
- Membership to the YWCA is a requirement for all program participation.

PROGRAM POLICIES AND PROCEDURES

I. Admission Requirements and Enrollment Procedures

- * Membership
- * Enrollment form
- * Emergency card
- * Permission slips
- * Documented immunization record
- * Liability release
- * Photo release
- * Health record
- * Transportation rules

* Information is required for DES; DHS; and YWCA.

* Confidential information is shared only with respect to staff who require it to perform their job.

* Information must be updated as changes occur.

II. Provisions for Special Children

* Referral to youth serving agencies

* Help with homework or tutoring available

* Facilities are accessible for children with disabilities

III. Discipline Policies

* Staff, whenever possible, shall use the following techniques: explain to a child why the particular behavior is not allowed; suggest alternatives-assist the child to become engaged in activities in an acceptable manner.

* When behavior must be stopped immediately, because of potential danger to the child, or another child, a staff person may physically hold the child until the child gains control of himself/herself.

* When a child is removed from the situation in which he or she is misbehaving, the "time out" shall be supervised and shall not be longer than ten (10) minutes.

* Disciplinary methods shall not be detrimental to the health or emotional needs of the child.

* Measures that unduly frighten or demean the child shall not be used to discipline.

* Mechanical restraints or devices or medications shall not be used to discipline.

* Corporal punishment shall be prohibited. This includes shaking, spanking, punching, hitting, pinching, slapping, twisting, jerking, kicking, hitting with instruments, pulling hair or strangling.

* We encourage you, as the parent(s) to communicate to the staff suggestions for disciplining your child that you feel are most effective.

* We encourage staff to discuss with you problems they may have with your child.

IV. Transportation

A. Program - each program may/may not have transportation included. Check individual program sheet for specific information.

B. Procedure for field trips outside of the Center:

  * Permission slips are necessary for all field trips; emergency information is taken on the trips.

- There will be a minimum ratio of staff/volunteers to serve as escorts.
- Whenever private autos are used, the driver must furnish a current Arizona Driver's License and a Proof of Insurance Certificate.

V. Parental Involvement

Parents are encouraged to volunteer for/in:

- Center Committee
- Classrooms
- Task Forces
- Field Trips
- Special Events
- County Committees

VI. Medications and Emergency Medical

A. Medications

- Only the Youth Services Director can administer medications and only with the written consent of parents. In the absence of the director, this responsibility will be assigned, in writing, to another staff person. The medication form shall include all specifications as required by DHS.

B. Emergency Medical Procedures

- Any child or staff person with a fever is to be sent home.
- If there is an emergency requiring medical attention, staff first call 9-1-1; then notify parents/guardian/emergency contact.

C. The YWCA requires accident reports to be completed and kept on file.

D. Contagious child will NOT be admitted to any program.

FIRE DRILLS

1. Fire Bell means LEAVE THE BUILDING. DO NOT STOP TO PICK UP ANY BELONGINGS! (this means toys, purses, etc.)

2. Leave by the nearest safe route out of the building, with the group you are in at the time the bell rings.

3. You are expected to behave in an orderly manner at all times - NO PUSHING, RUNNING OR YELLING - if you are too noisy you won't hear the instructions given to you and this MAY NOT BE A DRILL!

4. Once you are clear of the building go to the far end of the field. Wait in your group until you hear two short blasts of the alarm - the "all clear" signal for you to return to the building on instructions of your Counselor.

5. Fire drills are for your protection. Only by practice can we clear the building quickly and safely. NO ONE MAY REMAIN IN THE BUILDING.

STAFF

1. Familiarize yourself with the routes out as posted in each room; plan on more than one way from each room.

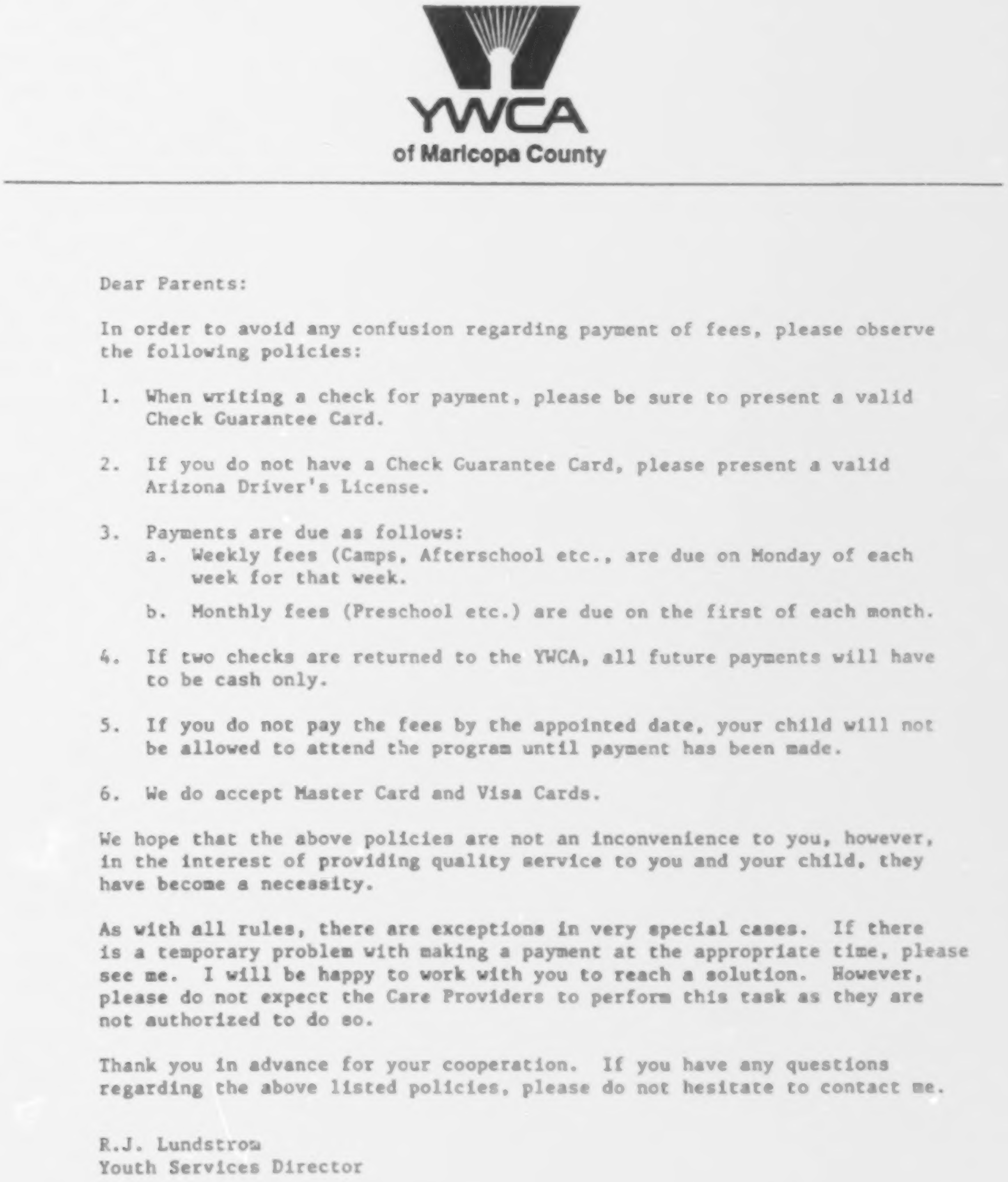
2. When you hear the alarm you are responsible for taking the children in your immediate area out to the end of the field where you will immediately take attendance to make sure you have all of your children.

3. If you have missing children, report to your Supervisor who will check on their safety.

4. The last staff person in a room is responsible for making sure NO ONE IS LEFT IN THE ROOM AND THAT THE DOORS ARE SHUT.

5. YOU SET THE EXAMPLE FOR THE CHILDREN TO FOLLOW. DO NOT MINIMIZE THE IMPORTANCE OF THESE DRILLS.

Figure 3.6



YWCA
of Maricopa County

Dear Parents:

In order to avoid any confusion regarding payment of fees, please observe the following policies:

1. When writing a check for payment, please be sure to present a valid Check Guarantee Card.

2. If you do not have a Check Guarantee Card, please present a valid Arizona Driver's License.

3. Payments are due as follows:
    a. Weekly fees (Camps, Afterschool etc., are due on Monday of each week for that week.
    b. Monthly fees (Preschool etc.) are due on the first of each month.

4. If two checks are returned to the YWCA, all future payments will have to be cash only.

5. If you do not pay the fees by the appointed date, your child will not be allowed to attend the program until payment has been made.

6. We do accept Master Card and Visa Cards.

We hope that the above policies are not an inconvenience to you, however, in the interest of providing quality service to you and your child, they have become a necessity.

As with all rules, there are exceptions in very special cases. If there is a temporary problem with making a payment at the appropriate time, please see me. I will be happy to work with you to reach a solution. However, please do not expect the Care Providers to perform this task as they are not authorized to do so.

Thank you in advance for your cooperation. If you have any questions regarding the above listed policies, please do not hesitate to contact me.

R.J. Lundstrom
Youth Services Director

YWCA OF MARICOPA COUNTY
ADMINISTRATION OFFICES
755 EAST WILLETTA STREET
PHOENIX, ARIZONA 85006

I HAVE READ, UNDERSTAND AND WILL ADHERE TO THE POLICIES AND PROCEDURES AS SET FORTH AND PROVIDED ME BY THE YWCA OF MARICOPA COUNTY. I UNDERSTAND THAT THESE POLICIES WILL BE ADHERED TO WITHOUT EXCEPTION.

______________________________	____________
Parent/Guardian Signature	Date

____
Child(ren)'s Name(s)

VALLEY WEST CENTER 8561 N. 61ST AVENUE GLENDALE, ARIZONA 85302 931-7436	WILLETTA CENTER 755 EAST WILLETTA STREET PHOENIX, ARIZONA 85006 258-0990

YWCA
of Maricopa County

PHOTO / PUBLICITY RELEASE

TO WHOM IT MAY CONCERN:

THE YWCA OF MARICOPA COUNTY HAS MY PERMISSION TO UTILIZE PHOTOGRAPHS OF MYSELF AND/OR MY CHILD(REN) TO ASSIST IN THE PUBLICITY OF THE YWCA AND IT'S PROGRAMS.

Signature

Date

Figure 3.6

Dear Parents,

Please provide the name, address and telephone numbers of TWO PERSONS OTHER THAN PARENTS, to be notified in the event the parents or guardian cannot be located at the time of an emergency situation.

Please take a few minutes to complete this form and return it promptly.

Thank you.

Name	Name
Address	Address
Home Phone # / Work Phone #, ext.	Home Phone # / Work Phone #, ext.

Child(ren)'s Name(s) ____________________

Parent/Guardian Work #	Parent/Guardian Signature
Pager Number	Date

* * * * * *

Should it be your request that no one other than yourself be notified, the State of Arizona Department of Health Services requires your signature indicating that the Police Department and Child Protective Services become the two additional contacts for emergency purposes.

Date	Parent/Guardian Signature

YWCA
of Maricopa County

DROPPING-OFF / PICKING-UP PROCEDURES

CLASSES START PROMPTLY AT THE DESIGNATED TIMES. SHOULD YOU ARRIVE EARLIER, YOU ARE TO STAY IN THE PRE-SCHOOL ROOM UNTIL THE TEACHER ENTERS. NO CHILD IS TO BE LEFT UNATTENDED.

* * * * * *

CLASSES END PROMPTLY AT THE DESIGNATED TIMES. YOUR CHILD NEEDS TO BE PICKED-UP AT THAT TIME. THERE IS A LATE FEE OF $3.00 PER 5 MINUTES THAT WILL BE CHARGED.

WE DO UNDERSTAND THAT EMERGENCIES DO HAPPEN FROM TIME TO TIME. IF YOU DO HAVE AN EMERGENCY, PLEASE CALL US AS SOON AS POSSIBLE.

Parent/Guardian Signature

Chapter 4

YWCA Child Care Family Support Systems

Reliable, affordable, high-quality child care is essential for families who have children so that the adults can either work or attend school. Warm, productive relationships between YWCA staff and children's families are essential to ensure children's well-being and for families to feel comfortable with their child care arrangements.

YWCAs may be engaged in a variety of efforts to support families as they raise their children, but child care is probably the most staff-intensive and expensive endeavor. Families are likely to turn to their YWCA for child care because they

1. recognize its reputation within the community,
2. are familiar with it from other programs, such as fitness opportunities or classes, or
3. know the YWCA name and reputation from other communities where they have lived.

Every interaction with families – from their initial telephone inquiry to their last day of child care – leaves families with lasting impressions about the quality of care their children receive. Both in person and in writing, you want to be sure that

- the registration and orientation process and materials establish a warm, professional welcome
- financial agreements confirm a business relationship and inform families about tuition-reduction resources
- child health and safety documents increase the family's sense of security in their choice of child care
- handbooks clearly inform families about responsibilities of both families and the YWCA, including opportunities to volunteer, have input about program policy, be involved in decision making
- friendly daily communications ensure that information is regularly and accurately exchanged
- formal and informal program evaluations by families enable staff to continually upgrade the quality of care

The documents and relationships described here are constantly changing and evolving. We encourage your YWCA to build on these ideas as you tailor your program and materials to the families and children in your community.

Child Care Registration and Orientation

Your YWCA child care program probably provides families who seek information about enrollment with a registration packet. If your program serves families who speak languages other than English, you will certainly want to facilitate communication by providing at least the most important documents in the family's language whenever possible.

Much of this information is standard among all good child care programs, and your state may have forms for some of these records. For the most part, items unique to YWCA facilities are described here.

These documents and your interactions with families establish an image about your program in the minds of the

Typical items for YWCA child care registration packets

- YWCA mission
- friendly letter of welcome
- application for enrollment
- fee structure and payment schedule
- YWCA membership application
- immunization and other child health records
- forms to record special needs: allergies, medical conditions, physical limitations
- consent forms for adults who are authorized to pick up child, field trips, media release, transportation, emergency medical care, emergency contacts, administration of medication, and other specific circumstances
- annual calendar
- family handbook containing all program policies
- contract for services: financial arrangements, including request for deposit prior to enrollment; agreement regarding service dates and times; acceptance of program policies – all requiring a signature
- financial statement and application if the family is applying for tuition assistance such as scholarships or sliding fee scale
- orientation information to smooth the transition into the program for families, children, and staff
- any other information required or recommended by state licensing

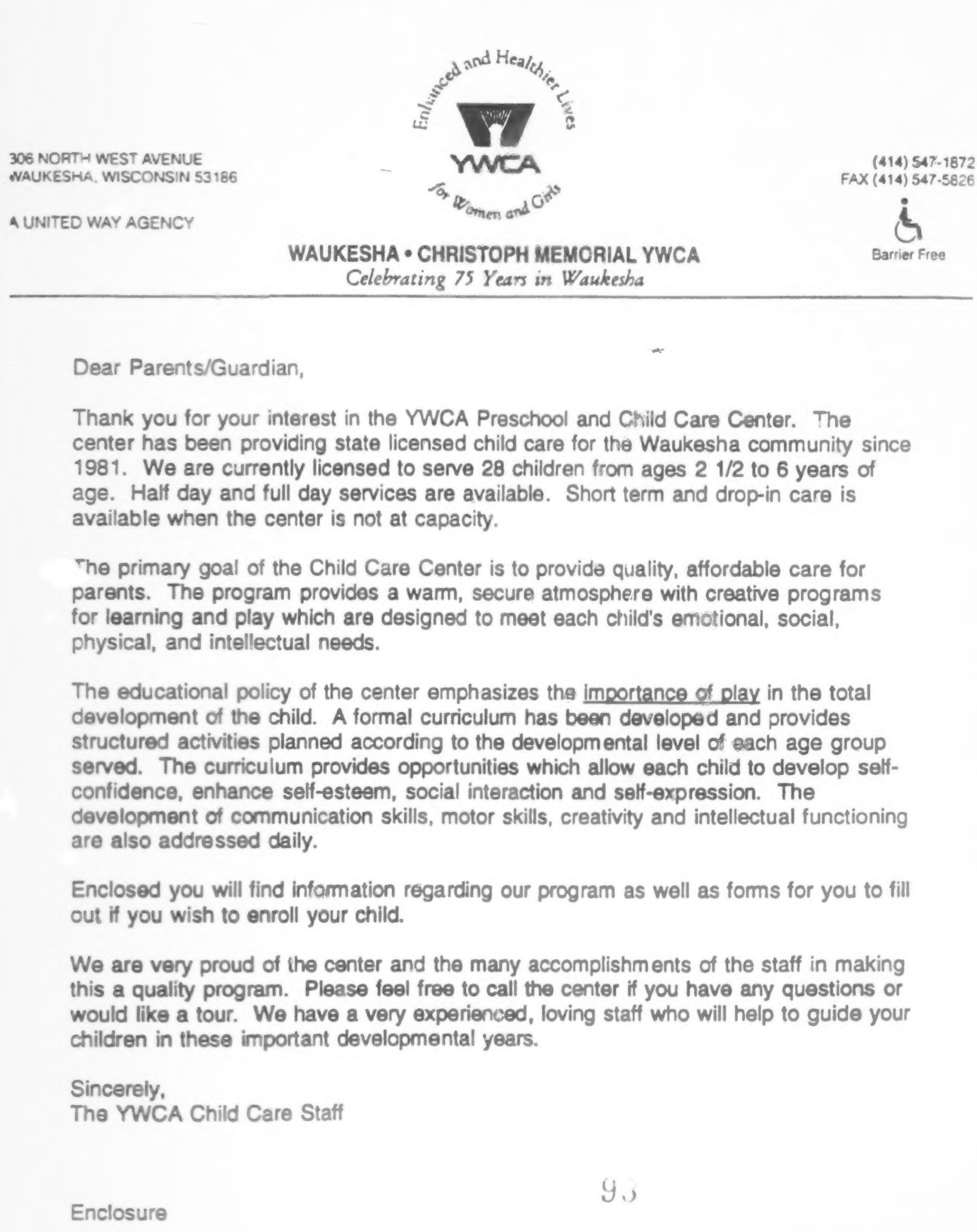
community. Be sure all forms include the name, address, and telephone number of your YWCA so that parents can easily contact you if they have questions. Use your YWCA letterhead or the YW logo on all appropriate documents to ensure a professional, businesslike appearance. Accredited programs will want to inform families of that achievement, too.

You may wish to prepare a checklist of all the registration items you provide, so you are sure that each family receives the entire package. Some YWCAs ask families to sign a form acknowledging they have copies of all pertinent information.

Sample Child Care Welcomes

On pages 84 to 94 there are several sample introductory documents. Figure 4.1 is a letter responding to requests for information used by the YWCA of Waukesha, Wisconsin. Figures 4.2 and 4.3 are letters used by the YWCA of Aurora, Illinois, to schedule interviews and tours and upon enrollment. The YWCA of San Diego, California's letter which is sent with the enrollment packet is shown in Figure 4.4. With their permission, four pages of the Texas Department of Protective and Regulatory Service brochure on "A Parent's Guide to Day Care" are reprinted in Figure 4.5.

Figure 4.1



Enhanced and Healthier Lives
YWCA
for Women and Girls

306 NORTH WEST AVENUE
WAUKESHA, WISCONSIN 53186

A UNITED WAY AGENCY

(414) 547-1872
FAX (414) 547-5826

Barrier Free

WAUKESHA • CHRISTOPH MEMORIAL YWCA
Celebrating 75 Years in Waukesha

Dear Parents/Guardian,

Thank you for your interest in the YWCA Preschool and Child Care Center. The center has been providing state licensed child care for the Waukesha community since 1981. We are currently licensed to serve 28 children from ages 2 1/2 to 6 years of age. Half day and full day services are available. Short term and drop-in care is available when the center is not at capacity.

The primary goal of the Child Care Center is to provide quality, affordable care for parents. The program provides a warm, secure atmosphere with creative programs for learning and play which are designed to meet each child's emotional, social, physical, and intellectual needs.

The educational policy of the center emphasizes the importance of play in the total development of the child. A formal curriculum has been developed and provides structured activities planned according to the developmental level of each age group served. The curriculum provides opportunities which allow each child to develop self-confidence, enhance self-esteem, social interaction and self-expression. The development of communication skills, motor skills, creativity and intellectual functioning are also addressed daily.

Enclosed you will find information regarding our program as well as forms for you to fill out if you wish to enroll your child.

We are very proud of the center and the many accomplishments of the staff in making this a quality program. Please feel free to call the center if you have any questions or would like a tour. We have a very experienced, loving staff who will help to guide your children in these important developmental years.

Sincerely,
The YWCA Child Care Staff

Enclosure

Dear Parent:

Just a reminder that we are expecting to meet you for an interview and a tour of our facility.

Your time has been scheduled for ________________ at __________. If you need to reschedule this tour, please call us at 896-8604.

We are looking forward to meeting you and your child.

Very sincerely yours,

Sue Whitmore
Child Care Director

Dear Family of

Welcome! You are a member of YWCA Child Care family now. We would like to extend an open invitation to you to drop in often for informal visits and to enjoy the facilities of the YWCA. This will give us the opportunity to become acquainted with your entire family and allow us to provide optimum learning opportunities for your child.

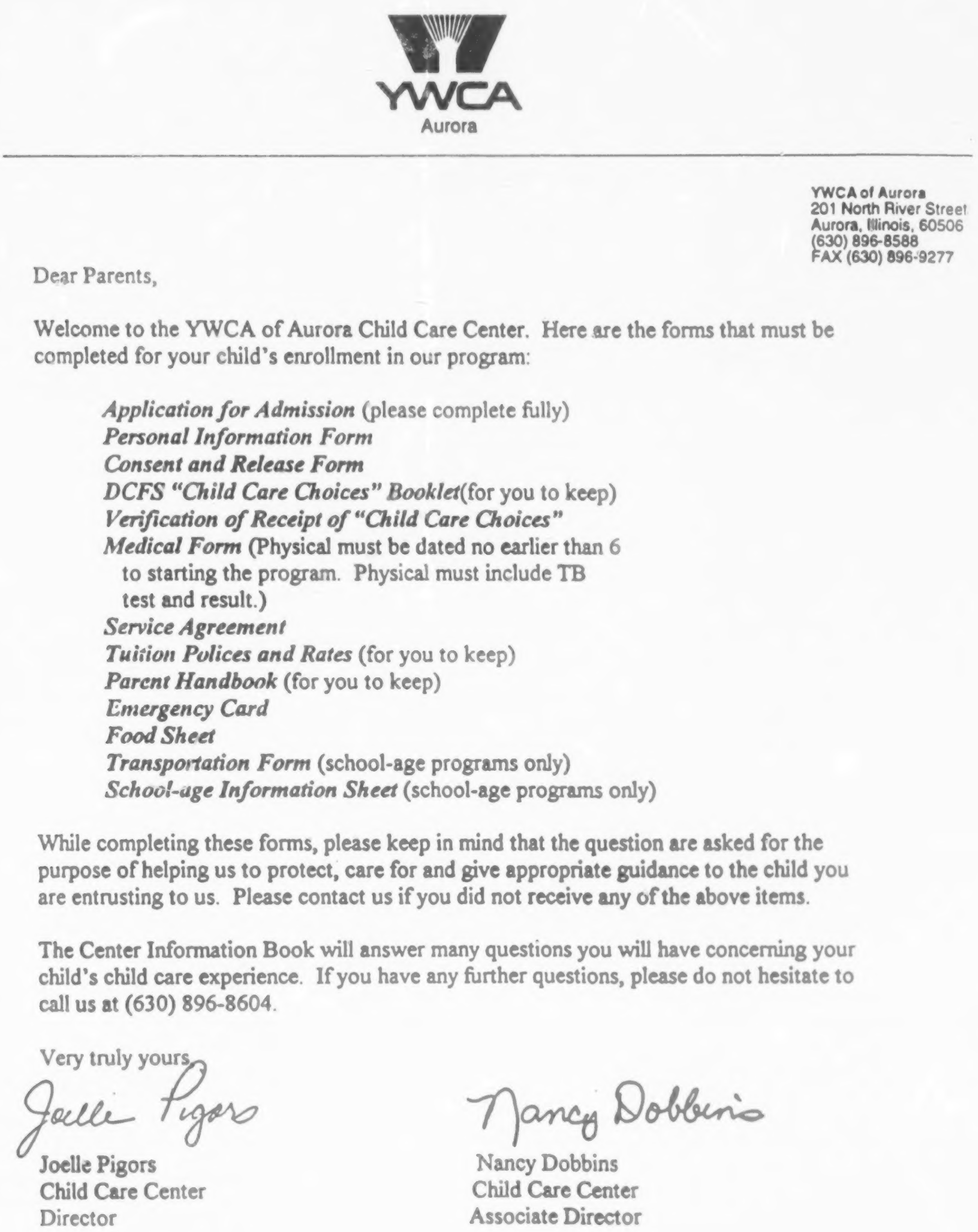
With activities throughout the year, we hope to work and play together, making the Child Care experience for you and your child a comfortable and relaxing place to be.

We thank you for allowing us to join with you in providing care – the loving and nurturing of your developing child.

Yours most sincerely,

Sue Whitmore
Child Care Director
YWCA of Aurora, IL

Figure 4.3



YWCA
Aurora

YWCA of Aurora
201 North River Street
Aurora, Illinois, 60506
(630) 896-8588
FAX (630) 896-9277

Dear Parents,

Welcome to the YWCA of Aurora Child Care Center. Here are the forms that must be completed for your child's enrollment in our program:

Application for Admission (please complete fully)
Personal Information Form
Consent and Release Form
DCFS "Child Care Choices" Booklet(for you to keep)
Verification of Receipt of "Child Care Choices"
Medical Form (Physical must be dated no earlier than 6
  to starting the program. Physical must include TB
  test and result.)
Service Agreement
Tuition Polices and Rates (for you to keep)
Parent Handbook (for you to keep)
Emergency Card
Food Sheet
Transportation Form (school-age programs only)
School-age Information Sheet (school-age programs only)

While completing these forms, please keep in mind that the question are asked for the purpose of helping us to protect, care for and give appropriate guidance to the child you are entrusting to us. Please contact us if you did not receive any of the above items.

The Center Information Book will answer many questions you will have concerning your child's child care experience. If you have any further questions, please do not hesitate to call us at (630) 896-8604.

Very truly yours,

Joelle Pigors
Joelle Pigors
Child Care Center
Director

Nancy Dobbins
Nancy Dobbins
Child Care Center
Associate Director

YWCA
San Diego County

Enrollment Packet Information
YWCA North City Children's Center

1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX (619) 233-8545

Dear Parents,

I would like to thank you for your interest in enrolling your child(ren) here at the YWCA North City Children's Center. The forms and Parent Handbook information included in this packet requires your immediate attention for enrollment at our facility. For the health and safety of your child, the State of California, Dept. of Health Services, requires us to maintain a confidential, accurate and complete record on each child attending, which includes the information requested on the enclosed forms. All children are required to have all currently due immunizations prior to being admitted to a pre-school or daycare as per "California School Immunization Law". Immunizations must be kept current during the child's attendance or the child will be excluded from school until he/she is brought up-to-date.

Please read through and complete all forms. If you have any questions or concerns, don't hesitate to call. We look forward to assisting in your child's social, emotional, intellectual and physical development.

Sincerely,

Jing Babb
Site Director
YWCA North City Children's Center

CHILD DEVELOPMENT SERVICES
4848 Seminole Drive
San Diego, CA 92115-4240
(619) 583-3821

10125 Azuaga Street
San Diego, CA 92129
(619) 538-8580
FAX: (619) 538-8582

5040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

DOMESTIC VIOLENCE PREVENTION
Battered Women's Svcs.
1012 C Street
San Diego, CA 92101
(619) 239-2342
FAX: (619) 233-8545

Legal Support Services
(619) 239-2341

Crisis Hotline
(619) 234-3164

Creative Visitation
(619) 544-0212

Counseling Services
D.V. Treatment Program
2550 Garnet Avenue
San Diego, CA 92109-3817
(619) 270-4504
FAX: (619) 270-4502

RESIDENCE
TWIN
WOMEN IN TRANSITION
1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX: (619) 233-8545

YOUTH SERVICES
3804 Beyer Boulevard
San Ysidro, CA 92173-1930
(619) 428-5797
FAX: (619) 428-5797

A United Way Member Agency

Funded In Part by the
County of San Diego

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-page 2-

Forms to complete and sign on or prior to enrollment date:

___ 1. Enrollment Form
___ 2. Information Cards (Complete 2, both sides)
___ 3. Policy Agreement
___ 4. Personal Rights
___ 5. Parent's Rights Notification
___ 6. Consent for Medical Treatment Form
___ 7. Child's Pre-Admission Health History - Parent's Report
___ 8. Membership Enrollment forms- Please complete the top of forms (one for mom & one for each child enrolling)
___ 9. For Infants Only: Infant Daily Routine Form
___ 10. Yellow California Immunization Card- We will make a copy of this card and check that your child is current with his(her) immunizations.

*** Note- California School Immunization Law requirements:

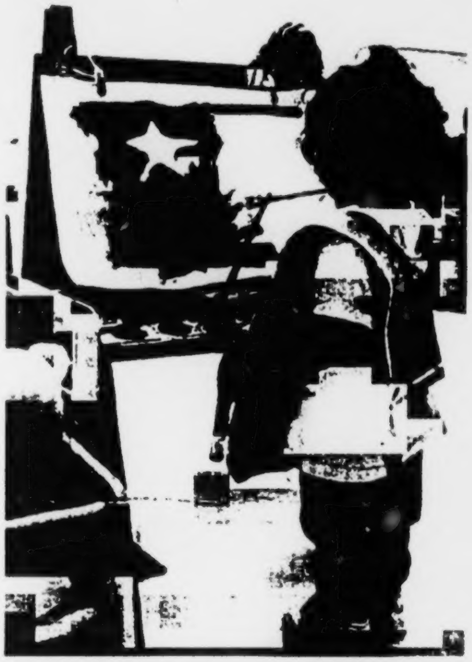
* If immunizations are contrary to your beliefs, the parent or guardian must sign the personal beliefs affidavit (located at our office).

** Medical Exemptions for Immunization require a written statement signed by a physician, whether Permanent (permanent health condition) or Temporary (due to illness).

Form to be completed by your child's physician:

___ 1. Physician's Report - This form must be completed prior to, or within 30 calendar days of enrollment.

A Parent's Guide to Day Care



Dear Parent:

When you choose licensed day care, you and your family join your child in new experiences and relationships. You, the day-care director, child-care staff, and other people in the day-care center have a responsibility to protect the health, safety, and well-being of your child. The Texas Department of Protective and Regulatory Services, Licensing Division, is part of this partnership, too.

Minimum standards require your day-care provider to give you a copy of this pamphlet. You need to sign the receipt form to verify that you have received it and discussed the material with facility staff.

What is day-care licensing?

- The Licensing Division was established by law to regulate child-care facilities to help protect the health, safety, and well-being of children in care.
- With the assistance of child-care providers and experts in areas such as child development, early childhood education, fire safety, health, and sanitation, the Licensing Division develops minimum standards.
- Licensing staff inspect day-care centers, private kindergartens and nursery schools, some unaccredited private schools, group day-care homes, and drop-in care centers to be sure that minimum standards are met. The staff also investigate complaints about violations of the minimum standards and the child-care licensing law.

Your day-care facility is responsible for meeting minimum standards. Many day-care programs exceed these requirements. Licensing does not regulate day-care fees, collection policies, or the kind of learning program your day-care facility offers. Each facility has its own special personality and approach to educating and caring for children. Parents can choose the kind of program that best meets the needs of their child and family.

Suggestions for parents

Choose your child's day-care facility carefully.

- When you visit a day-care facility, ask to see the license. The license means that the day-care facility met the minimum licensing standards the last time it was inspected for such things as fire, sanitation, and safety; the number of child-care staff required; staff qualifications; and requirements for special services.

A copy of the minimum standards is available for you to review at your day-care facility. You can also request a copy of these standards from your local day-care licensing office.

Establish a good relationship with the day-care facility

- Spend time at the day-care facility before you enroll your child. Ask questions about the program and observe the activities. Make sure the day-care facility has all the information needed about your child and family to provide good care.
- Work with the staff of the day-care facility you choose. Parent involvement is an important part of a successful experience with day care.
- Read all the material the day-care provider gives you. In addition to material required by licensing standards, each facility has its own policies and requirements. It's important that you understand these requirements before you enroll your child. It's equally important, once your child is in care, to read the notices, special requests, notes, and other materials the day-care provider sends home.

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- Drop in occasionally during the day to observe how your child interacts with staff and other children, and get a good picture of the day-to-day activities at the center. Be careful not to disrupt activities.
- Keep your side of the bargain. Pick up your child on time.
- Discuss concerns with the day-care director. Be aware that the teacher's main responsibility is working with the children. Don't be offended if the teacher can't spend much time talking with you when you drop off or pick up your child. If you need more time to talk about your child, set up a conference.
- It's important to let the day-care facility know about things at home that may affect how your child is doing in day care.

When your child starts day care

- Remember that it's normal for a child to have some fears and misgivings about starting day care. Children need time to get used to new situations. Prepare your children for the change as far in advance as possible. Discuss their concerns. If you're enthusiastic, chances are they soon will be, too.
- Depending on their ages, some children will temporarily "act out" their feelings by clinging to you and refusing to let go, forgetting their toilet training, having bad dreams, sucking their thumbs, or other such behavior.

  Work with the day-care director and your child's teacher on this.

Talk things over with your child

- Make an opportunity each day to gently ask questions when your children are quiet and feeling secure and protected. Share their excitement about new friends, new skills, and new abilities; listen to their concerns; and give them a chance to boast about their achievements.

Parent responsibilities

The day-care facility must get certain information and records from parents to ensure the child's health and safety, handle emergencies, and meet minimum standards. If you do not provide this material, the day-care facility will not be in compliance with the minimum standards.

- Complete an enrollment form that includes basic information about your child; telephone numbers where you can be reached during the day; authorization for emergency care for your child; and written permission for swimming, other water activities, and transportation services.
- Tell the caregiver about any special concerns or needs, including allergies, medical history, and current medications.
- Give the day-care facility a copy of your child's immunization record showing immunizations against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and Haemophilus influenzae type b. In some parts of Texas, a tuberculosis test report is also required. For school-age children, you can sign a statement that these records are on file at the school.
- Provide a doctor's statement that your preschool child is physically able to participate in the day-care program.
- Inform the day-care facility in writing about who is permitted to take your child from the facility. Generally, the day-care facility may only release your child to you or to an adult you designate.
- The facility may allow a school-age child to leave the facility alone or allow an older brother or sister to pick up a child if you request this in writing. The facility is only allowed to do this when all safety considerations have been met.
- Make sure that child-care staff know the child has arrived. Make sure that staff are aware when you come to pick up your child. Don't leave your child at the front door, and never leave your child at the facility before opening or after closing.
- Other requirements must be met if the day-care provider gives medication to your child, if your child is an infant, or if your child needs special care or a special diet.

What happens if your child is ill or injured?

- The day-care facility is not allowed to admit a child who seems to be sick unless a doctor or nurse gives approval in writing. This may cause problems for parents, but it is necessary to prevent a sick child from infecting other children.
- If your child has been absent because of a contagious illness, the day-care facility must follow guidelines concerning when the child can return to day care.
- If your child appears seriously sick or injured while at the center, the caregiver must call you immediately. It's important that you pick up your child as soon as possible.
- If your child needs immediate medical attention, the center must call your child's physician, take the child to the nearest emergency room or minor emergency clinic, or call for an ambulance. This is why the day-care facility must have your authorization for emergency medical care.

Liability insurance requirements

- Ask the day-care director whether or not the facility carries liability insurance. Texas law requires day-care facilities to carry liability coverage in the amount

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of $300,000 per occurrence to cover a child when the child is in care of the facility.

- Liability insurance coverage is not required if the insurance cannot be secured due to financial reasons; if the licensee is unable to locate an underwriter willing to issue a policy; or if the current policy limits have been extended. You are to be notified, in writing, that the coverage is not available.

Take a good look

As you become more familiar with your child's day-care program, you will see many strong points. Almost all day-care facilities strive to provide a warm, loving, safe, and healthy environment for children. Look for these characteristics, but also be aware of warning signals that tell you something is wrong.

Feel secure when you see that:

- the facility welcomes you to visit any time, and you are invited to observe the class or participate in activities.
- staff are alert and involved with the children.
- staff seem warm and interested in the children. There is spontaneous laughter, hugging, and eye-to-eye contact.
- staff are gentle, but firm when necessary.
- the facility is clean and attractive.
- your child is relaxed and happy after the initial adjustment period.
- your child seems physically well cared for. Staff inform you of minor accidents and tell you when your child doesn't feel well.
- children seem involved with constructive activities, and they get individual attention.

Be seriously concerned when you see that:

- parents are not encouraged to visit the facility.
- children are left without direct adult supervision.
- adults spend much time scolding, ordering, and yelling at children.
- adults are physically rough with children or allow rough play.
- the building is dirty, or you see unsafe conditions.
- your child is unhappy about being left at the facility, and this doesn't improve with time.
- a child comes home bruised or injured, and the center can't explain what happened. (The child may not remember minor bruises and scrapes received when playing, however.)
- children seem aimless, bored, angry, or frustrated, or there are too many children to supervise.

When things aren't going well

You may find yourself displeased about something that has happened at the facility. Talk about these things with facility staff. There may be a misunderstanding that can easily be resolved.

If the situation isn't resolved and you believe minimum standards are not being met, call the local day-care licensing office. They will handle your call discreetly.

A licensing representative will investigate your complaint. The licensing representative may need to interview you and your child and may also interview other children at the facility.

If the licensing representative finds that a standard has been violated, the facility will be notified and a time set for the facility to correct it.

Licensing staff may revoke a license if a facility doesn't meet minimum standards. The department does not take action to revoke a license unless children are in immediate danger or the licensee refuses to comply with standards.

If you suspect child abuse

Most day-care facilities, like most parents, take good care of children. Child abuse is rare, and it is very unlikely that anything like this will happen to your child.

If you do suspect that your child has been abused or sexually molested, report the situation immediately. Use the toll-free Child Abuse Hotline number **(1-800-252-5400)**, available 24 hours a day. If you think the abuse occurred in a day-care facility, call your day-care licensing office. The situation will be investigated immediately, and you will be given referrals or recommendations for help for your child and family.

Should agency staff interview or examine your child during an abuse investigation, a reasonable effort will be made to notify you within 24 hours after the interview or examination.

Parents who suspect or believe that their child has been abused in day care sometimes remove their child from care, but don't report the problem. This leaves other children in danger. State law requires you to report suspected child abuse.

Should testimony in court be needed, you may be able to testify on behalf of your child if you were the first person to hear your child's story.

When people make a report of suspected child abuse in good faith, they are immune from any liability. If a complaint is made with malicious intent or for revenge, there is no liability protection.

When the department investigates a complaint, the identity of the complainant is not revealed. Everyone, including day-care providers, is required by law to report suspected child abuse or neglect immediately.

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Texas Department of
Protective and Regulatory
Services

Parent's Acknowledgement

This is to acknowledge that ______________________________
(Name of Facility Staff)

has provided me with "A Parent's Guide to Day Care" and has discussed its contents with me.

______________________________ ______________
(Signature-Parent) (Date)

1. Child-care facilities must provide parents with a copy of "A Parent's Guide to Day Care" and review its contents with them.
2. Parents acknowledge receiving the Parent's Guide by signing and dating this form.
3. This acknowledgement is kept in the child's record as long as the child remains at the facility.

NOTE: Failure to provide parents with "A Parent's Guide to Day Care," review its contents, and obtain a signed receipt, is a violation of standard 2300.A, Minimum Standards for Registered Family Homes.

Sample Application for Enrollment

YWCA Child Care Application

Our YWCA is dedicated to providing the best possible child care. Please share this basic information with us so that we can begin to know each other better.

About Your Child...

Child's name ______________________________
Last First Middle

Birthday ____________________ Elementary School ______________
month, day, year

The name(s) your child prefers to be called ______________________

Previous group experiences ______________________

Allergies or other conditions ______________________

About Your Family...

Mother/guardian	***Father/guardian***
Name ______________	Name ______________
Street ______________	Street ______________
______________ City, State, ZIP	______________ City, State, ZIP
Home phone ______________	Home phone ______________
Employer/school ______________ ______________	Employer/school ______________ ______________
Work phone ______________	Work phone ______________

Mother's YWCA membership current until ______________________

Names of other adults in your household ______________________

Names and ages of other children ______________________

Language spoken in your home ______________________

What does your family enjoy doing together? ______________________

Please feel free to tell us more about your child and family on the back side of this application.

Date of application ______________ Application fee paid ______________

Sample Orientation Materials

Letter of Welcome in Family Handbook
YWCA of Greater Harrisburg, Pennsylvania
Director's Greetings

Dear Parent,

The Child Development Center Staff, the YWCA Executive Director, the YWCA Board of Directors, and I welcome you and your child (children) to our program. We are pleased that you have chosen to share your child (children)'s growth with us. We consider your selection of our center to be a sign of confidence in the service we offer. That trust is highly valued and it is our goal to live up to it.

Our program is a growing one full of creativity and innovation. Consequently, we are convinced that, working together with you, your child (children)'s stay with us is sure to be rewarding and exciting. We look forward to getting to know you as well as your child (children) and to becoming a positive factor in your child's growth and development.

Again, thank you for your trust in us.

Sincerely,

Director, Child Development Center

Adapted from
Parent Orientation Information for Toddler Child Care
YWCA of Minneapolis, Minnesota

Welcome to the Toddler Room! Following is a list of the classroom staff and their normal working hours:

________________________ ________________________

________________________ ________________________

________________________ ________________________

In addition, we presently have the following volunteer(s) working with us:

________________________ ________________________

Primary Caregiving Philosophy

We realize that each child must have the opportunity to develop relationships of trust and attachment to a small number of familiar adults or to a single adult who is responsible for her/his care. Upon enrollment each toddler is assigned to a "primary caregiver." This staff person will communicate with you in person and via daily record sheets and will be, as much as possible, the main person to interact with the child while s/he is in the toddler classroom. This interaction includes, but is not limited to, diapering/toileting, meals, naps, comforting, and daily activities. We feel this approach helps the child adapt to the new child care situation by only having to get to know one new person initially, rather than the total staff. As the year goes along, please be assured that your child will be cared for by the other staff and all needs will be met by the most available person. However, when there is a choice between available caregivers, your child will be cared for by the primary caregiver. There will be four other children in each child's primary care group.

Your child's primary caregiver will be ________________________________

Helping a Child Adjust to the Classroom

On or before a child's first day, we expect parents to spend a full morning with their child in the classroom in order to reassure the child as s/he first experiences new surroundings, routines, classmates, and caregivers.

During this morning, parent and child together will experience as much as possible of the regular classroom routine. However, parents can expect that in this new situation, their child may become clingy or, on the other hand, test the environment and adults. We encourage parents to accept their child's anxieties while also helping them to learn our customs and safety rules. Brief questions are welcomed by the staff at this time, but since their first priority is the children, if parents wish a more in-depth discussion, they are encouraged to arrange a phone call or meeting during the toddlers' nap time (1 to 3 p.m.). In order to encourage the child's trust, the parent and teacher will agree ahead on the parent's departure time and communicate this to the child.

During the first few weeks of adjustment, separation difficulties are normal. Children are most helped by adults who offer comfort and understanding but are firm and brief in their departures. We encourage parents not to prolong difficult good-byes but to feel free to call us later in the day (1 to 3 p.m.) for news of their child. Other aids to children adjusting to new surroundings and separation from parent(s) are favorite blankets, stuffed animals, or other security object. These security items can also be used by the child during nap times.

It is normal for parents to also have difficulty separating from their children, especially if it is their first time using child care. We encourage parents to feel free to discuss their concerns with the classroom head teacher or the program coordinator. Parents are welcome to visit the center at any time and a planned visit at the beginning or end of the day can help ease the transition into the new classroom for both parent and child. Parents should always allow time for leave-taking and never "sneak out" on a child. During a child's first few weeks, if parents would like to visit during the middle of the day, we ask that they not go into the classroom but use the one-way mirror in the program coordinator's office to observe, as two good-byes in a day can be hard on both parent and child.

Emergency Card

This yellow card is the most important form parents fill out when enrolling their child. We need current home and work/school phones for the parent(s) and home and work phones for two others who would assume responsibility for the child if the parent(s) could not be reached. Also, any health conditions that could result in an emergency need to be listed on this card, including allergies.

As information changes, parents should inform the staff so that the card can be updated.

Parent/Teacher Conferences

After a child has been with us for 1 month, the teachers will offer a conference to the parents to discuss their child's adjustment to the classroom. Conferences will again be offered to parents every 2 months for children up to age 2 and every 6 months for children older than 2. At these conferences the teachers will discuss with parents their child's development in the following areas: social-emotional, physical, language, cognitive-perceptual, and self-help skills. Teachers will also ask for a conference if they have concerns about a child at any given time.

Parents are also encouraged to discuss any questions or concerns they have about their child and/or the classroom. This can be done by setting up a time to meet with the head teacher or by calling during nap (1 to 3 p.m.) when the teacher will have time for an uninterrupted talk.

Behavior Guidance

The goal of behavior guidance within the classroom is to assist the children in developing safe and appropriate ways of interacting with others and with the environment.

Our aim is to help children acquire a positive self-concept and self-control as they establish, apply, and practice acceptable behaviors in a variety of situations.

Guidance begins with respect for each child and adult and the establishment of a warm relationship between individuals.

It is based on the consideration of each child's developmental level, interests, needs, abilities, and physical status. Guidance provides limits which are few in number but clearly explained and consistently followed. It relies on a conducive environment which includes:

- comfortable, attractive, and interesting furnishings
- a variety of age-appropriate materials
- a well-paced curriculum
- adequate adult availability to children
- sufficient food and rest

The preferred methods of guidance used within the classroom are of a positive nature and include:

- adult modeling of appropriate behavior
- prompting the child verbally to engage in appropriate behaviors intervention
- the teaching and encouragement of problem solving

Children are *never* subjected to corporal punishment, verbal or emotional abuse, solitary isolation, or the withholding of basic needs.

Toddlers and Biting

It is not unusual for a child between the ages of 1 and 2 to bite. Toddlers may bite for a variety of reasons:

- young children are very oral and it is natural for them to use their mouths to explore or to defend. If a child is generally happy and outgoing but occasionally bites when in conflict, this is normal developmentally.
- as a reaction to stress within their lives
- because they lack the language to express their wants

Our methods for minimizing biting within the classroom include:

- structuring the daily schedule and curriculum to prevent situations that cause over-stimulation or competition for attention or materials anticipating difficult situations that may lead to biting and redirect the children
- actively teaching the needed words (e.g., "No," and "Mine")

When a bite does occur, we remain calm but let the child know firmly that biting is not acceptable and remove the child from the situation. Over-reaction or too much attention can reinforce the biting. We give ample comfort and medical attention to the victim.

Toilet Learning Procedures

Toilet use is a major accomplishment for young children. It is usually a big concern for their parents and teachers. Here at the Children's Center we treat toilet learning as another developmental milestone, knowing that each child is on her or his own timetable and our job is to help rather than force the issue. We encourage parents not to fall into the trap of feeling that their success as parents or their child's success as an individual is dependent upon accomplishing toileting by a certain age.

We begin toilet learning when children are ready both physically (i.e., evidencing some regularity and awareness of when their diaper needs to be changed) and emotionally (i.e., they are interested and willing), and when their parents agree it is time, usually around age 2 to 2 1/2.

We introduce toilet learning by showing the child the potty chair or low toilet (the child's feet must be able to reach the floor or a raised platform) in a positive manner. We explain what the toilet/potty chair is for and what the child is to try to do. Being in a center with other children helps to make the introduction easy. Assurances such as "Pretty soon you'll be able to do it!" along with chances to sit on the potty with the diaper off also are part of this introduction. We never keep the child there longer than s/he is willing or have them sit if they protest. If the child does have any success, we offer encouragement and then show how we flush the toilet or empty and clean the bowl.

We continue offering the child chances to sit on the potty regularly and often. In addition we encourage the child to let a teacher know any time s/he feels like using the potty and promise that we will hurry there and stay to help as needed. Up to this point the child is still wearing diapers.

After the child is able to stay dry the majority of the time and is able to tell an adult on occasion when s/he has to go to the bathroom, the child is ready to switch to wearing training pants. Diapers may still be used at naps, night, on field trips, or when a potty chair isn't available. We continue to offering many chances to use the toilet, encouraging success in using the potty and in letting us know when s/he needs to go. Of course, there will be accidents, BUT—at no time do we shame children for wetting or soiling their pants.

Arrival Procedures

We ask that all children be here by 9:30 a.m. to avoid program interruptions and to give your toddler a needed sense of routine. We do realize though that an occasional late arrival is unavoidable. In these cases please call in to let us know when your child will be late so that we may plan appropriately for your child's smooth transition into the classroom on those days. Breakfast is served at 8:30. If you would like your child to have breakfast, please have her/him here at that time.

Please sign your child in daily in the sign-in/out book (child's name, your signature, time of arrival) located on top of the cubbies. Also fill out a daily information sheet located next to the sign-in/out book and take it into the classroom to be placed on your child's primary care group board. This sheet will be placed in a pouch marked with your child's name located on the wall by the cubbies at the end of the day after having been filled out by your child's primary caregiver.

Pick-Up Procedures

Parents should sign their child out in the sign-in/out book atop the cubbies in the lobby and then check their child's pouch for the daily information sheet and any other information.

If someone other than the parent(s) will be picking up the child, parents need to inform us beforehand. The staff will ask the person picking up the child for identification.

The Center closes promptly at 6 p.m. Parents arriving to pick up their child after this time will be charged a late fee which is payable directly to the staff member remaining with the child. The late fee is $5 within each 15-minute period the parent is late (e.g., 6:05 = $5; 6:17 = $10).

Clothing

We ask that all children have two complete changes of clothing in their cubbies (more if your child is learning to use the toilet).

As we make it a policy to go outdoors every day (exceptions are in case of rain or extreme heat or cold) we ask that children be dressed appropriately or have appropriate clothing on hand for current weather conditions. In the winter this would include snow pants, hat, mittens, and a scarf.

Medications

Staff can only administer medications that have written instructions from the physician and written authorization from the parent. All medications need to be in the original container with label from the pharmacy and stored appropriately. No over-the-counter medications can be administered without a current prescription from the child's physician on the container. A new prescription is needed for each specific request by the parent in order for staff to administer.

Staff are allowed to use over-the-counter external diaper rash ointments and/or sunscreens at the parent's request after the appropriate permission form has been signed by the child's physician.

Food Restrictions

Parents need to inform us if their child has allergic reactions to any food or if the family has a specific dietary preference (i.e., vegetarian). The center cook will provide the child with alternative foods.

Birthday and Other Celebrations

Parents may arrange for special treats for the child's birthday or other special occasion. Our cook will prepare a cake with one week's notice or parents can bring in a treat. If parents bring a treat, health regulations require it to be commercially made.

Substitute Teachers

In cases of staff illness or vacation, the center will arrange for a substitute caregiver. We make every effort to have the same person sub during the entire time a teacher is absent. In cases of teacher vacations, we let parents and children know in advance when they will occur and who will be subbing during that time.

Policy on Separation YWCA of White Plains and Westchester County, New York

The daily experience of separation between parents and children may result in feelings of sadness and anxiety. Staff acknowledges the process of separation as a normal developmental step toward independence and works with each family to support both children and parents in the process.

The phase-in schedule during the first two weeks of school will help to make the transition easier. Staff should encourage/allow parents to stay as long as the child needs to have them present. Staff are available to comfort children and to help them say good-bye, and are available to help the parents with next steps and timing as well. Transitional objects from home may also help ease the process and may be useful.

Parents are asked to let their children know that they are leaving.

Adapted from Child Care Transition Recommendations for Drop-In Program YWCA of York, Pennsylvania

Note: Although these recommendations are for families using drop-in child care for no more than three hours a day, most also apply to helping children and families adjust to longer days in group care.

How to Prepare Your Child

- Tell your child a day or two before the class about when and where you'll be going.
- Explain that there will be a room for children to play in and a room for parents to talk and exercise.
- Discuss the child care routine with your child to explain what to expect.

Our routine includes: playing with toys, games and puzzles, listening to music and books. A snack (juice, crackers, fruit) and nap time are available if needed.

- Tell your child the caregiver's name(s).
- Make up simple games that will give your child a safe preview of what is coming, i.e., peek-a-boo, puppets that go away and come back, and stories about fun at child care.
- Reassure your child that, although you'll be apart for two hours, you won't leave the building without her or him.
- Talk to your child openly and honestly about both of your feelings.

What to Bring Along—All With Name Labels

- A favorite blanket, doll, pacifier, or other item. Toys should be left at home after the child has adjusted.
- Something your child associates with you that can be left while you're in class, i.e., your sweater, pocketbook, or comb.
- A photograph (if possible) of you or your family that can be kept nearby when you leave.
- Any special care items the child is used to, such as bib, warm blanket, diapers.

What to Do When You Arrive

- Show your child the parents' room ("This is where I'll be"), the bathroom, and then go with your child into the child care room ("Here's the children's room").
- Spend a few minutes with your child and the staff before leaving. This lets your child get to know people while you're present and helps your child transfer trust to them.
- Introduce your child by name (to feel more important and less forgotten) but avoid forcing a response (it's OK to be shy when meeting strangers!).
- Think and speak positively. Your child is watching you for clues about how to feel and act.

What to Say When You Leave

- Don't simply disappear, hoping it will make things easier.
- Tell your child what is happening and that you will come back. For example: "Jimmy, I'm going down the hall to the parents' room now. NAME will take care of you while I'm gone. I'll leave my WHATEVER here with you and come back for you and it before I go home."
- If an older or younger brother or sister is staying, point this out.
- Try to be quick, cheerful, and reassuring as you say good-bye. Children can sense your worry and become uncomfortable as well.
- After you say good-bye, leave immediately. Lingering tends to encourage extra tears.
- If your child is really distressed and cannot be comforted after you're gone, someone will come to the parent room to get you.

What to Expect Afterwards

Your child may behave differently than you expected. Depending on the child's age, temperament, and experience in child care, your child may react to seeing you by being

- more clingy than usual, i.e., hanging onto your legs and arms, demanding and needing your attention, refusing to let you out of sight

- withdrawn, i.e., seemingly disinterested and not wanting to interact with you
- excited, i.e., full of stories to tell, things to show
- distressed, i.e., begins crying as if to say "This is how unhappy I was when you weren't here" or "I'm having such a good time I'm not ready to leave now."

All of these reactions are normal and can be expected. Simply let your child know that you're glad to see her or him, and allow the child to express feelings.

With patience, practice, and consistency, your child will learn that your departure each week does not mean abandonment—that you will, eventually, return.

Sample Annual Calendar

Note: This calendar pulls together information submitted by a variety of YWCA child care programs. As indicated here, some close for a few days during a time of low demand (winter holidays, end of summer) to concentrate on professional growth of the staff and to refurbish the facilities. Each association determines its own calendar.

Sample YWCA Child Care Calendar

YWCA child care programs are closed on these days:

New Year's Day
Martin Luther King Day
Good Friday
Memorial Day
Independence Day
Two or three days in August/December for staff development
Labor Day
Thanksgiving and Friday after Thanksgiving
Christmas Day

Holidays that fall on Saturday shall be observed on the prior Friday.
Holidays that fall on Sunday shall be observed the following Monday.

School closings: On other days when public schools are not in session, school-age care will be available for the full day for children already enrolled in before- and after-school programs. Please register at least 3 days in advance.

Emergency weather closings: Weather emergencies may make it unsafe for staff and families to get to the YWCA. If the YWCA closes due to weather, announcements will be made on all local radio stations by 7 a.m. Should closings occur mid-day, all families will be called and asked to pick up their children immediately.

Financial Agreements

Child care administrators may feel uncomfortable about discussing money, but solid business agreements between your YWCA program and its families are essential to ensure that your service remains fiscally sound. Convenience and cost are major determinants when families select a program.

The financial portion of an enrollment packet usually includes these items:

hours of service – opening and closing times, maximums (such as for drop-in or infant care), penalties for late departures

fee structure – basic weekly charges, sliding fee scales, discounts if the family has more than one child or for YWCA staff children, extra fees for supplies, pool use, food service, diaper service

payment schedule and late payment policies – avoid taking risks by stating this up front and in writing, indicate whether charge cards may be used or not

holiday/missed day policy – a reminder to families that child care is a profession that is worthy of fair wages and benefits, and that families are retaining a child care place for their child

financial statement – needed only if the family is applying for tuition assistance or some other subsidy

Contracts with parents should be as brief as possible, written clearly, and contain only essential information. Make sure drafts of all financial agreements are reviewed by the YWCA Executive Director or her designee as well as the YWCA lawyer. Maintain a copy of the signed agreement in the family's permanent file. Make sure each family has a copy, too.

Sample Child Care Contracts

The YWCA of Lancaster, Pennsylvania's financial/ enrollment agreement (Figure 4.6, page 104) the YWCA of Blount County, Tennessee's child care and preschool contract (Figure 4.7, page 105), the YWCA of Hudson County, New Jersey's child care service agreement (Figure 4.8, page 107), and the YWCA of White Plains and Westchester County, New York's contract (Figure 4.9, page 109) all demonstrate resources which clearly explain the agreement between parents and the YWCA at the onset of the service provided.

Sample Child Care Financial Letters

Figure 4.10
Late Payment/Bounced Check Letters
YWCA of San Diego, California

Figure 4.11
Fee Increase Letter
YWCA of San Diego, California

YWCA Child Development Center
Financial/Enrollment Agreement

1. I agree to pay a membership to the YWCA on an annual basis in support of its goals and programs.

2. I understand that each weekly tuition is based on *scheduled attendance* for my child, and that tuition is due each Friday, by noon, for the week ahead.

3. I understand that *late fees* will be charged at a rate of $1.00 per business day, up to $5.00 per week for unpaid tuition fees.

4. I agree to pay a *late pick-up* fee of $5.00 per child per each 15 minutes past the Centers 6:00 p.m. closing time. I understand that legal authorities will be contacted for children left at the center more than *one hour* past closing time.

5. I agree to notify the YWCA, either by phone call or in writing, of any absences of my child.

6. I agree to give two weeks written notice prior to withdrawing my child/ren from YWCA Center.

7. I agree to provide the Childcare/Youth Program Director with a *written schedule* for my child, be it a permanent set schedule at the time of enrollment, or a flex schedule one week in advance.

8. I agree to pay for any fees or expenses incurred for any field trips my child participates in while attending the YWCA Child Development Center. I understand I will be provided with one week's written notice of any upcoming field trips and/or fees.

9. I agree to pay a *returned check fee of $10.00* for any checks made payable to the YWCA that do not clear my financial institution, and understand that the YWCA has the option of refusing future checks, and requesting payment via money order or cash.

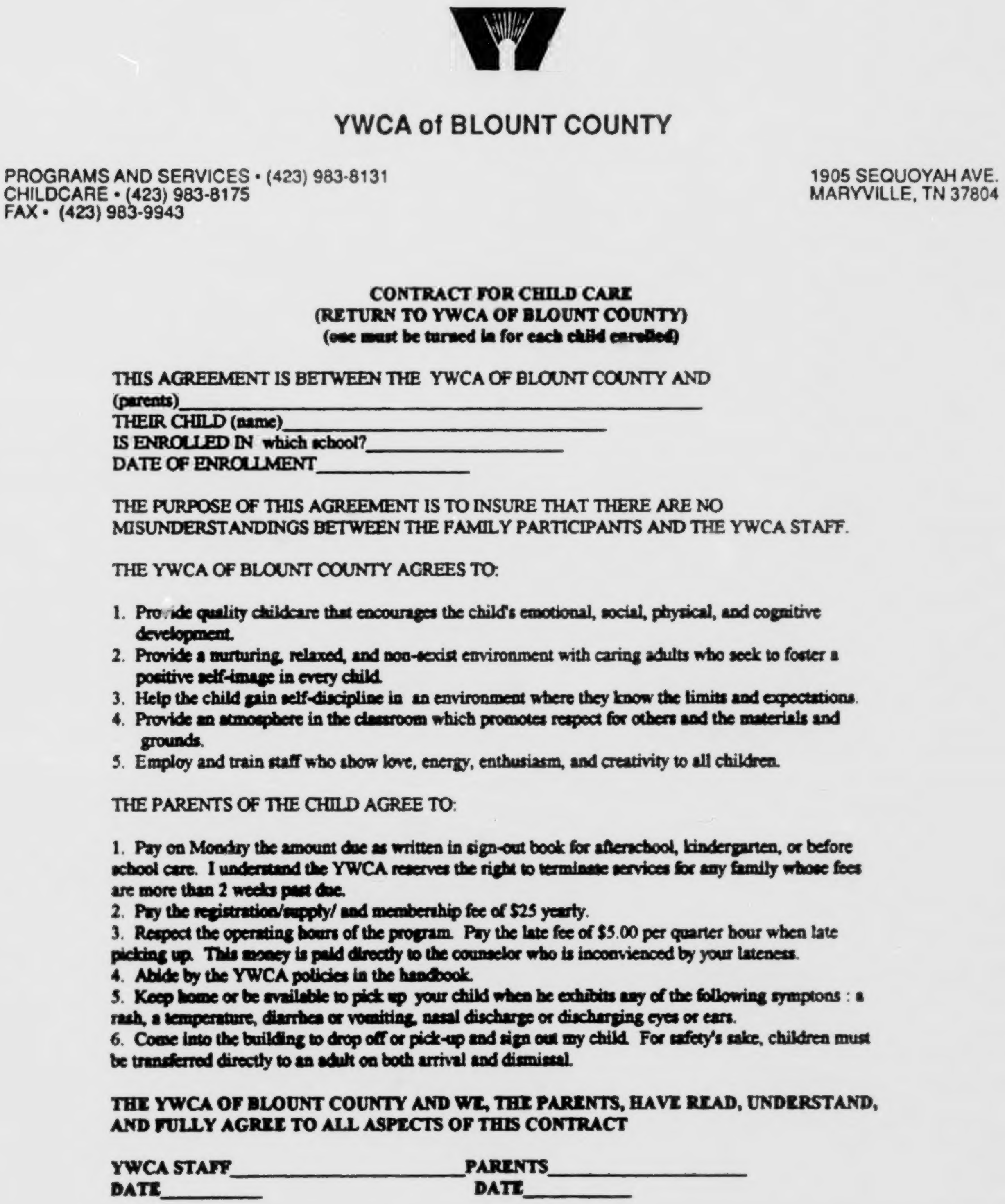
10. I understand that the YWCA *will not* be providing a year end tuition total for tax deduction purposes, and that I am responsible for providing my own documentation for tax purposes.

11. I have received and reviewed a current fee schedule, all information contained in the Parent Handbook, and this Enrollment Agreement, and I agree to the financial terms and conditions outlined.

I understand that the YWCA Child Development Center reserves the right to change this agreement, in whole or part, with two week's written notice.

Parent/Guardian Signature and Date

Program Director Signature/Date



YWCA of BLOUNT COUNTY

PROGRAMS AND SERVICES • (423) 983-8131
CHILDCARE • (423) 983-8175
FAX • (423) 983-9943

1905 SEQUOYAH AVE.
MARYVILLE, TN 37804

CONTRACT FOR CHILD CARE
(RETURN TO YWCA OF BLOUNT COUNTY)
(one must be turned in for each child enrolled)

THIS AGREEMENT IS BETWEEN THE YWCA OF BLOUNT COUNTY AND
(parents)____
THEIR CHILD (name)____________________________
IS ENROLLED IN which school?__________________
DATE OF ENROLLMENT______________

THE PURPOSE OF THIS AGREEMENT IS TO INSURE THAT THERE ARE NO MISUNDERSTANDINGS BETWEEN THE FAMILY PARTICIPANTS AND THE YWCA STAFF.

THE YWCA OF BLOUNT COUNTY AGREES TO:

1. Provide quality childcare that encourages the child's emotional, social, physical, and cognitive development.
2. Provide a nurturing, relaxed, and non-sexist environment with caring adults who seek to foster a positive self-image in every child.
3. Help the child gain self-discipline in an environment where they know the limits and expectations.
4. Provide an atmosphere in the classroom which promotes respect for others and the materials and grounds.
5. Employ and train staff who show love, energy, enthusiasm, and creativity to all children.

THE PARENTS OF THE CHILD AGREE TO:

1. Pay on Monday the amount due as written in sign-out book for afterschool, kindergarten, or before school care. I understand the YWCA reserves the right to terminate services for any family whose fees are more than 2 weeks past due.
2. Pay the registration/supply/ and membership fee of $25 yearly.
3. Respect the operating hours of the program. Pay the late fee of $5.00 per quarter hour when late picking up. This money is paid directly to the counselor who is inconvienced by your lateness.
4. Abide by the YWCA policies in the handbook.
5. Keep home or be available to pick up your child when he exhibits any of the following symptons : a rash, a temperature, diarrhea or vomiting, nasal discharge or discharging eyes or ears.
6. Come into the building to drop off or pick-up and sign out my child. For safety's sake, children must be transferred directly to an adult on both arrival and dismissal.

THE YWCA OF BLOUNT COUNTY AND WE, THE PARENTS, HAVE READ, UNDERSTAND, AND FULLY AGREE TO ALL ASPECTS OF THIS CONTRACT

YWCA STAFF______________________ **PARENTS**____________________
DATE__________ **DATE**__________

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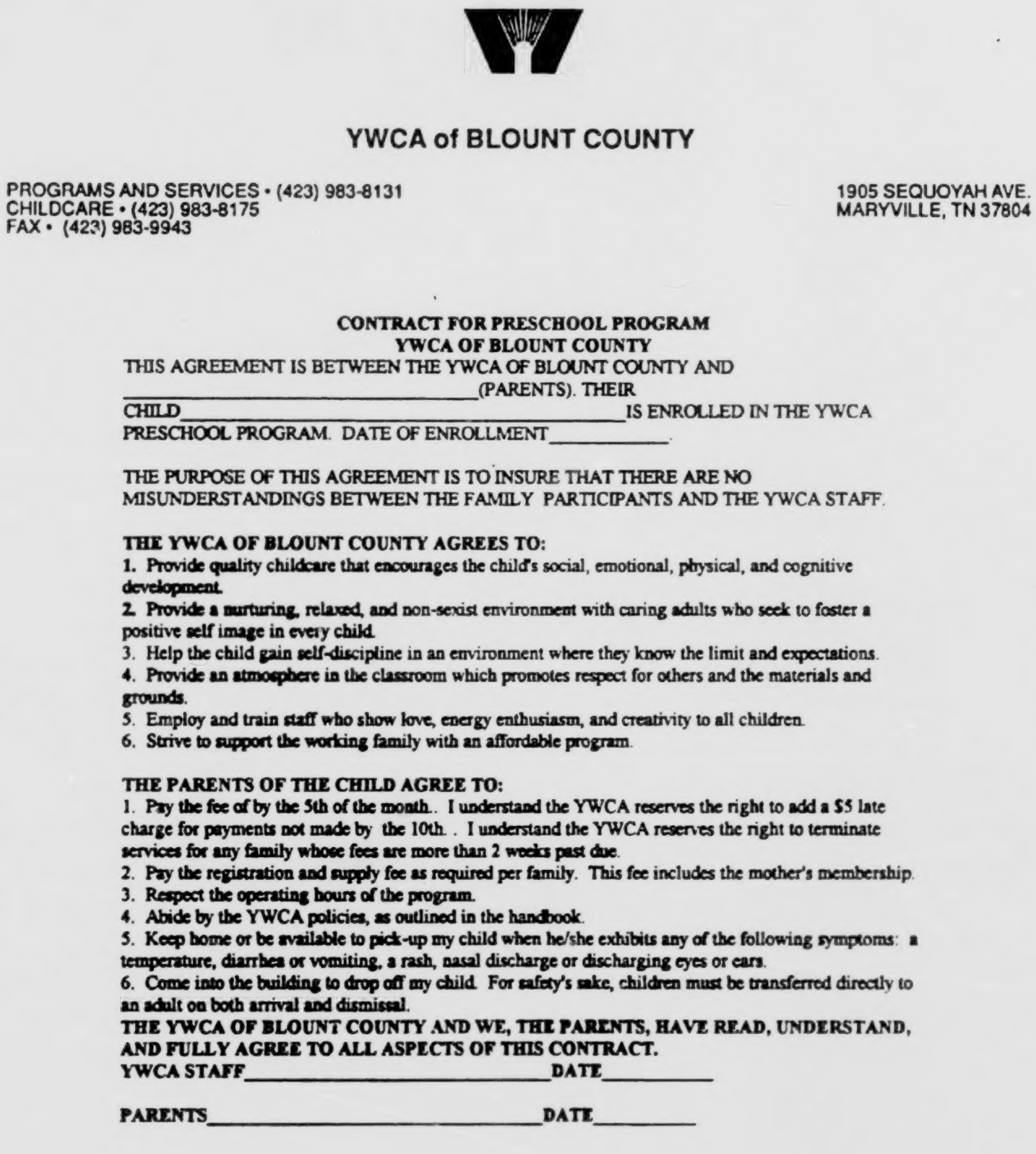
Figure 4.7



YWCA of BLOUNT COUNTY

PROGRAMS AND SERVICES • (423) 983-8131
CHILDCARE • (423) 983-8175
FAX • (423) 983-9943

1905 SEQUOYAH AVE.
MARYVILLE, TN 37804

CONTRACT FOR PRESCHOOL PROGRAM
YWCA OF BLOUNT COUNTY

THIS AGREEMENT IS BETWEEN THE YWCA OF BLOUNT COUNTY AND ______________________________(PARENTS). THEIR CHILD ______________________________IS ENROLLED IN THE YWCA PRESCHOOL PROGRAM. DATE OF ENROLLMENT__________.

THE PURPOSE OF THIS AGREEMENT IS TO INSURE THAT THERE ARE NO MISUNDERSTANDINGS BETWEEN THE FAMILY PARTICIPANTS AND THE YWCA STAFF.

THE YWCA OF BLOUNT COUNTY AGREES TO:

1. Provide quality childcare that encourages the child's social, emotional, physical, and cognitive development.
2. Provide a nurturing, relaxed, and non-sexist environment with caring adults who seek to foster a positive self image in every child.
3. Help the child gain self-discipline in an environment where they know the limit and expectations.
4. Provide an atmosphere in the classroom which promotes respect for others and the materials and grounds.
5. Employ and train staff who show love, energy enthusiasm, and creativity to all children.
6. Strive to support the working family with an affordable program.

THE PARENTS OF THE CHILD AGREE TO:

1. Pay the fee of by the 5th of the month.. I understand the YWCA reserves the right to add a $5 late charge for payments not made by the 10th. . I understand the YWCA reserves the right to terminate services for any family whose fees are more than 2 weeks past due.
2. Pay the registration and supply fee as required per family. This fee includes the mother's membership.
3. Respect the operating hours of the program.
4. Abide by the YWCA policies, as outlined in the handbook.
5. Keep home or be available to pick-up my child when he/she exhibits any of the following symptoms: a temperature, diarrhea or vomiting, a rash, nasal discharge or discharging eyes or ears.
6. Come into the building to drop off my child. For safety's sake, children must be transferred directly to an adult on both arrival and dismissal.

THE YWCA OF BLOUNT COUNTY AND WE, THE PARENTS, HAVE READ, UNDERSTAND, AND FULLY AGREE TO ALL ASPECTS OF THIS CONTRACT.

YWCA STAFF______________________________**DATE**__________

PARENTS______________________________**DATE**__________

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YWCA of Hudson County, New Jersey
Children's Learning Center

Children's Program Center Service Agreement

This agreement is made between the YWCA and ______________________________
Parent's Name

of ____
Address

in connection with program service for ______________________________
Child's name

Program Desired

After School Care__________; KinderKare__________.

Pre School: 4's_____AM; 4's_____PM; 3's_____AM; 3's_____PM.

Pre School with Day Care Hours: Part Time______; Full Time______.

Days and Hours Needed:
Monday _______ to _______
Tuesday _______ to _______
Wednesday _______ to _______
Thursday _______ to _______
Friday _______ to _______

Provisions of Program Services

1. Tuition Information:

   Pre School: Tuition is due monthly five days prior to the beginning of each month of service.

   Pre School with Day Care Hours, After School Care, and Kinder Kare: Tuition is due weekly on the Friday before the start of each week of service.

2. Late Payment Fees:

   A. Payment remitted within 5 business days past the due date will cause an additional bookkeeping charge of $3.00.

   B. A late notice will be sent. Failure to pay within 5 days of receipt of the notice will result in a $15.00 penalty.

   C. The YWCA will refuse to continue service if payment plus the surcharge is not received within 10 days of the first notice.

3. Late Pick-Up Fees:

   All children must be picked up from the YWCA by 6:00 pm. If your child remains at the YWCA past 6 pm, there will be an additional daily fee per child of $5.00 for every 15 minutes after 6:00 pm.

4. Holding Fee: (Day Care, After School Care, and Kinder Kare)

   A holding fee of 50% tuition will be charged if a child is absent for a full week (Monday-Friday). Also, there is NO fee reduction for weeks which contain Holiday closings or snow closings.

5. Changes in program services should be discussed with the Director and will become effective the first day of the following week. If there are cost differences, these will be adjusted on the installment payment schedule. Credit will be applied if necessary. No refunds are given.

6. By signing this agreement, I give permission for my child to participate in all aspects of this YWCA program. This includes leaving the building on walking trips and other activities. I also consent to the use of my child's photographs for publicity and advertising purposes by the YWCA and waive all claims for such use or for damages.

Payment Plan

I agree to pay the weekly/monthly fee of:______________________.

The following fees are nonrefundable:

Registration Fee: $10.00 Amount Paid:________Date:________

Supply Fee: $10.00

YWCA Membership Fee: $17.00 Receipt #______________________

Parent's Signature: ______________________________________Date ______________

Director's Signature: _____________________________________Date ______________

One copy of this agreement will be retained by the YWCA and one copy will be given to the parent.

YWCA NURSERY SCHOOL

515 North Street
White Plains, New York 10605

CONTRACT 1995-1996

Child's Name ______________________ Class ________

Please sign and return one copy of this contract and your non-refundable deposit of $250 to the Nursery School. Registration is not complete until these steps have been taken.

1- Tuition for your child for the 1995-1996 academic year is $______. You have been awarded $ _______ in financial assistance. Your tuition balance is $____________.

2- A $250 non-refundable deposit is due upon registration. The deposit is applied in full to the annual tuition and will be deducted from the total fee before monthly payment amounts are determined.

3- A second payment, representing security on the final month's tuition (May '96) is due June 1, 1995.

4- The remaining balance may be paid in one, two, or eight installments. See the chart below for details.

Tuition	Deposit At Registration	Last Month Due 6/1/95	Semester Tuition Due 9/1/95 and 1/15/96	OR	Monthly Tuition Due 1st of Month 9/95-4/95

5- Those opting for the monthly payment plan will be charged a one-time only service fee of $15. This fee is payable with the first tuition installment in September. (WAIVED)

6- The YWCA does not send monthly bills. It is your responsibility to pay on the first of each month or as otherwise outlined in this contract. There will be a late fee of $10 charged for payments not made by the 15th of the month.

7- No refund or discount is allowed for temporary absence due to illness or any other circumstance. If a child is withdrawn before December 31, the parents will be responsible for tuition through December 31. A child may be withdrawn for the second half of the year, without charge, if notice is given prior to December 1 and if the director is able to fill the vacancy. Should there be any reason for giving notice after December 1, parents are responsible for all tuition payments for the balance of the academic year.

8- Either mother or father must maintain an adult YWCA membership throughout the child's enrollment. The membership fee must be paid with the September payment and is not refundable.

9- Your child will be given a courtesy membership for the school year, September, 1995 through June 15, 1996. Children who register for the following year or for summer camp will have membership privileges extended through the summer.

10- Please make all checks payable to the YWCA.

11- All parents are encouraged to participate in the YWCA Nursery School Parent Committee.

______________________________ ______________
Signature - Parent or Guardian Date

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Figure 4.10

DATE:

Dear ________________________:

Your check # ________ has been returned for insufficient funds. Please pay the fee charge of $10 immediately in addition to the tuition due.

If your check is returned a second time, you will be required to pay your child's tuition by cash or money order within three days of notification. We will continue to require cash or a money order monthly until we determine together that it is no longer necessary to do so.

In order to operate a quality program for your child, we must maintain our income and pay qualified teachers. We appreciate your cooperation in this matter.

Sincerely yours,

Site Director
YWCA of San Diego, CA

DATE:

Dear ____________________________:

Our last reminder notice of tuition due and payable immediately was sent to you on ______________________, but we have not received any payment. According to our records, you owe $_________ for child care services from ____________ to _____________.

Unless we hear from you to discuss a plan for payment, your child(ren) will be terminated from the program.

Your cooperation is appreciated.

Sincerely,

Site Director
YWCA of San Diego, CA

YWCA
San Diego
County

1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX (619) 233-8545

CHILD DEVELOPMENT SERVICES
4848 Seminole Drive
San Diego, CA 92115-4240
(619) 583-3821

10125 Azuaga Street
San Diego, CA 92129
(619) 538-8580
FAX: (619) 538-8582

5040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

DOMESTIC VIOLENCE PREVENTION
Battered Women's Svcs.
1012 C Street
San Diego, CA 92101
(619) 239-2342
FAX: (619) 233-8545

Legal Support Services
(619) 239-2341

Crisis Hotline
(619) 234-3164

Creative Visitation
(619) 544-0212

Counseling Services
D.V. Treatment Program
2550 Garnet Avenue
San Diego, CA 92109-3817
(619) 270-4504
FAX: (619) 270-4502

RESIDENCE
TWIN
WOMEN IN TRANSITION
1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX: (619) 233-8545

YOUTH SERVICES
3604 Beyer Boulevard
San Ysidro, CA 92173-1930
(619) 428-5797
FAX: (619) 428-5797

A United Way Member Agency

Funded In Part by the
County of San Diego

DATE:

Dear _______________:

Our last reminder notice of tuition due and payable immediately was sent to you on ____________, but we have not received any payment. According to our records, you owe $_____ for child care services from _______ to ________.

Unless we hear from you to discuss a plan for payment, your child(ren) well be terminated from the program.

Your cooperation is appreciated.

Sincerely,

Site Director

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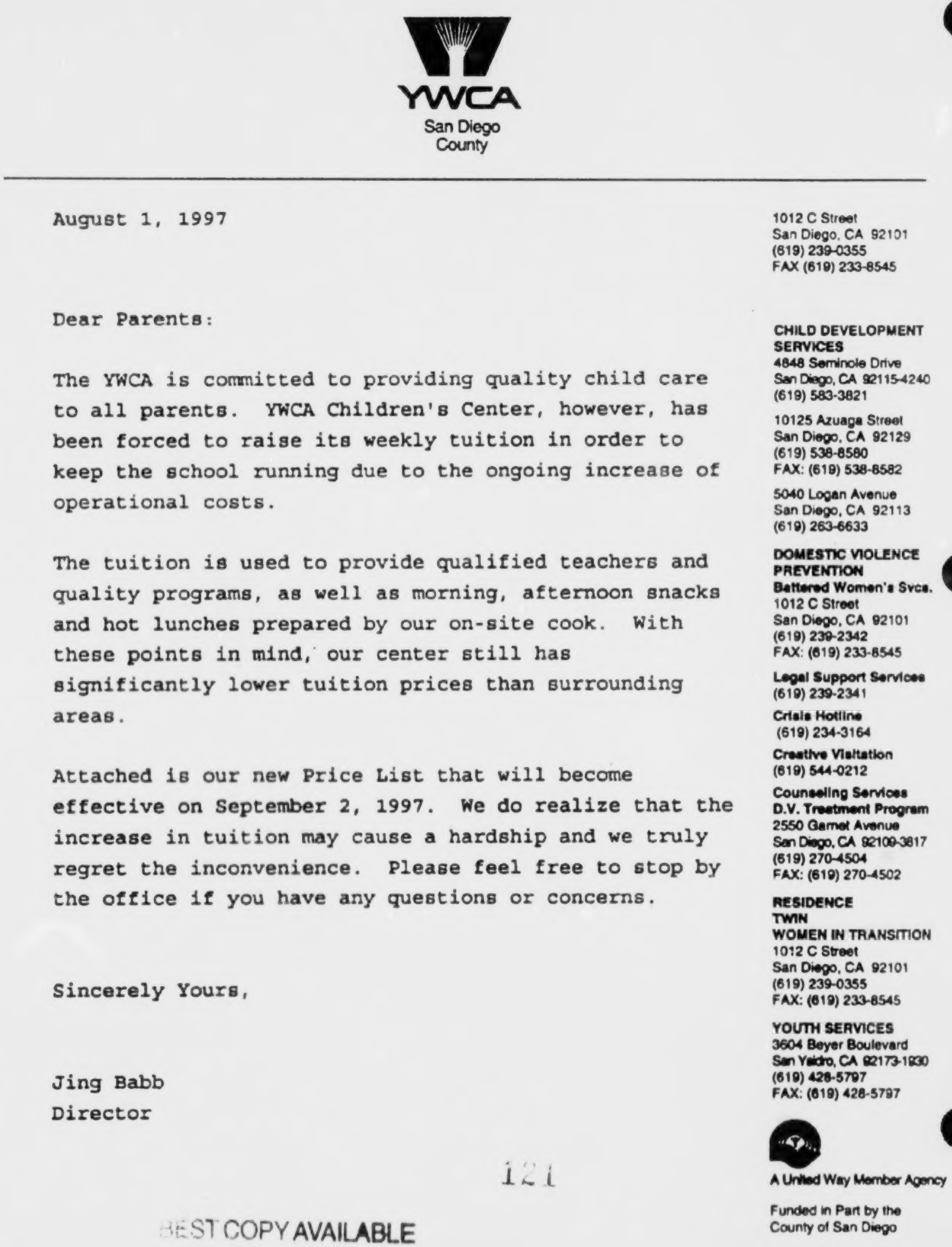

YWCA
San Diego
County

August 1, 1997

1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX (619) 233-8545

CHILD DEVELOPMENT SERVICES
4848 Seminole Drive
San Diego, CA 92115-4240
(619) 583-3821

10125 Azuaga Street
San Diego, CA 92129
(619) 538-8580
FAX: (619) 538-8582

5040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

DOMESTIC VIOLENCE PREVENTION
Battered Women's Svcs.
1012 C Street
San Diego, CA 92101
(619) 239-2342
FAX: (619) 233-8545

Legal Support Services
(619) 239-2341

Crisis Hotline
(619) 234-3164

Creative Visitation
(619) 544-0212

Counseling Services
D.V. Treatment Program
2550 Garnet Avenue
San Diego, CA 92109-3817
(619) 270-4504
FAX: (619) 270-4502

RESIDENCE
TWIN
WOMEN IN TRANSITION
1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX: (619) 233-8545

YOUTH SERVICES
3604 Beyer Boulevard
San Ysidro, CA 92173-1930
(619) 428-5797
FAX: (619) 428-5797

A United Way Member Agency

Funded in Part by the
County of San Diego

Dear Parents:

The YWCA is committed to providing quality child care to all parents. YWCA Children's Center, however, has been forced to raise its weekly tuition in order to keep the school running due to the ongoing increase of operational costs.

The tuition is used to provide qualified teachers and quality programs, as well as morning, afternoon snacks and hot lunches prepared by our on-site cook. With these points in mind, our center still has significantly lower tuition prices than surrounding areas.

Attached is our new Price List that will become effective on September 2, 1997. We do realize that the increase in tuition may cause a hardship and we truly regret the inconvenience. Please feel free to stop by the office if you have any questions or concerns.

Sincerely Yours,

Jing Babb
Director

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Child Health and Safety Documents

Supervision, knowledge of child development, and anticipation—those are the best ways to ensure children's health and safety in any situation. In good programs, caregivers are constantly alert to what children are doing, or about to do. Talking to each other, and to families, is kept to an absolute minimum during program hours so that attention focuses on children. Among the essential practices to keep staff, children, and families as healthy as possible are frequent and thorough handwashing and wearing gloves when coming into contact with any bodily fluids.

In addition to daily supervision, there are records to be kept to ensure children's well-being. Paperwork for families should be kept to a minimum, but health and safety issues deserve their careful attention. State requirements may shape the content and design of these documents—some states have standardized forms, or require specific information, for example. Licensing requirements also specify the minimum staff preparation for protecting children's health and safety.

Essential Health Records for Children

- any life-threatening allergies or other conditions, including physical challenges
- names and phone numbers of physician and dentist, hospital preference
- emergency care release, emergency contacts, and insurance coverage, signed by parent/guardian
- health history including immunization records
- medication administration permission signed by physician and parent/guardian (if allowed in your state)
- dietary restrictions

Release Forms to Ensure Children's Safety

- names and relationships of those who may visit the center and pick up child – sign authorization, attach any court orders
- media release signed by parent/guardian for publication or broadcast of child's image
- swimming permission and pool rules, signed by parent/guardian
- field trip permission signed by parent/guardian
- transportation permission signed by parent/guardian
- liability waiver signed by parent/guardian
- If your lawyer and state regulations allow, these permission forms might be grouped on one page for parent/guardian initials and their single signature at the bottom of the form.

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A few items to consider with regard to these records:

Post emergency numbers – police, fire department, hospital, Poison Control Center, physician on call, Health Department, Child Abuse/Neglect Reporting Line—at every telephone. Keep them current. Keep a log of fire/emergency weather drills, practiced at least as often as required for licensing.

Maintain children's emergency contact information on file cards that can be carried along (with a first aid kit) on field trips, neighborhood walks, or to the playground, for example. Prominently display alerts about children's food allergies in food preparation and serving areas. Consider children's allergies and abilities before agreeing to visits by family pets, choosing art materials, and displaying science materials (flowers that attract bees), for example.

Protect confidentiality of records. Wherever children's health and safety documents are stored—on paper or in a computer—make sure they are accessible only by authorized YWCA staff. Keep backups of all computer records, including one in a place protected from fire or other disaster.

Keep families informed. Families should be advised whenever a contagious disease is reported in the program, when their child is involved in an incident such as an accident, when field trips are planned, and about any other important details. State regulations may well determine exactly how this information is conveyed.

Update documents whenever families move, children's health status changes, or conditions are altered from the original records (separation agreements, court orders, transportation changes). At least annually, ask all families to review their records for any changes. Seek family permission for any new or unusual circumstance.

Consult with the YWCA attorney about the language of agreements and contracts to protect the association.

Resources

Kendrick, A.S., Kaufmann, R., & Messenger, K.P. (1995). *Healthy young children: A manual for programs.* Washington, DC: National Association for the Education of Young Children.

American Public Health Association and American Academy of Pediatrics. (1992). *Caring for our children—National health and safety performance standards: Guidelines for out-of-home child care programs.* Washington, DC: American Public Health Association & Elk Grove Village, IL: American Academy of Pediatrics.

Sample Health and Safety Records

Adapted Recommendations for Choosing Emergency Contacts
YWCA of Bergen County, New Jersey

Families are asked to consider these issues when naming emergency contact people for their child:

1. Where do the emergency people live? They should live close enough to get to the school within an hour. Do not pick people who live or work out of the area, or who do not have access to transportation.
2. Are the people aware that they are an emergency person, and may be called upon during the year to come to the school and assume responsibility for your child?

3. If you choose another program family, will they be able to leave work to come to the school?

If someone does not fit the above criteria, do not choose that person as your emergency contact.

Two emergency record forms on page 116 are followed by Figure 4.12, the Emergency Telephone List, prepared by YWCA, Hartford Region, Connecticut.

Adapted Emergency Information Card
YWCA of Wausau, Wisconsin

Child ______________________________ Birthday ______________

Parent/Guardian Day location Telephone no.

____

____

Emergency Contact ____

Physician ____________________ Telephone no. ______________

Allergies/Health Problems __________________________________

I hereby give my consent for emergency medical care or treatment to be given in the event I cannot be reached.

Signature ____________________ Date ____________________

Adapted Emergency Drill Record
YWCA of Kansas City, Missouri

Drills for emergencies such as fires and tornadoes shall be practiced at least every and shall include all children and staff. A written record shall be kept of the dates of the drills. Please note any comments that may improve children's safety in the future.

Type of drill	**Date**	**Time**	**Number of participants**	**Comments**

HARTFORD REGION YWCA
EMERGENCY TELEPHONE LIST

Program Name: ____________________
Address: ____________________
Phone Number: ____________________
Directions to program location: ____________________

(e.g., 2nd floor rear of the old Washington Elementary School Bldg. At intersection of Main and South Streets)

EMERGENCY NUMBERS

Police:	Non Emergency #:
Fire Department:	Non Emergency #:
Ambulance:	Non Emergency #:
Poison Center: 1-800-343-2722	
Hospitals: HARTFORD - 525-0000 UCONN - 679-2588 MT. SINAI - 286-4644 ST. FRANCIS - 548-4001 MANCHESTER - 647-4777	

IMPORTANT NUMBERS

Nurse Consultant: Sue-Ann Uccello	Phone #: 525-1163, ext. 424
Medical Consultant:	Phone #:
Dental Consultant:	Phone #:
Educational Consultant:	Phone #:
Social Service Consultant:	Phone #:
DCF Careline: (Center Director & Director of Children & Youth MUST be contacted before calls are made.)	1-800-842-2288
State Licensing Department:	
Battered Women's Shelter:	
Sexual Assault Crisis Center: Beverly Brakeman-Colbath	525-1163, ext. 250
TOPS - Time Out for Parents: Hartford Area - 543-8922	Manchester Area - 645-2244
Alcoholics Anonymous Hotline:	1-800-252-6465
Taxi:	
Connecticut Light & Power: Customer Service Department	1-800-286-2000
Connecticut Natural Gas: Customer Service Department	542-8361
Heating/Equipment Service: Customer Service Department	
Water Company:	
SNET -Telephone Company:	611 or 1-860-420-3131
Town of:	Phone #:
Local Health Department:	
Infoline:	1-800-203-1234
Facility Contact Person: **Name:**	Phone:

HARTFORD REGION YWCA CONTACTS

Main YWCA #: 525-1163		
Center Director:		Home #:
Director of Children & Youth:	**Ext. 258** Beeper:	
CEO:	**Ana-Maria Garcia**, ext. 256	
Director of Finance:	**Ronald Mack, ext. 261**	
Director of Human Resources:	**Lynne Flanagan, ext. 249**	
Director of Facilities:	**Max Fernandez, ext. 281**	
Regional Maintenance Coordinator:	Jerry McCarthy, ext. 239	

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Adapted Field Trip Checklist
YWCA of McLean County, Illinois

YWCA Field Trip Checklist

Destination ______________________ Date ______________ Hours ______

Address ____

Phone ________________________ Contact person ____________________

Field trip details

_____ Submitted plans 2 weeks in advance: destination, purpose, bus, cost
_____ Formulated suitable plans for rain or shine
_____ Informed parents of destination, items to bring, departure/return times
_____ Obtained permissions for all participants
_____ Arranged for chaperones: ______________________________
_____ Confirmed reservations
_____ Approved for YWCA payment
_____ Posted reminder 2 days ahead for parents

Program plans

_____ Children prepared in advance to learn from experience
_____ Field trip rules and expectations reviewed with children
_____ Note to supervisor with plans, times, approximate cost

Packed to take on field trip

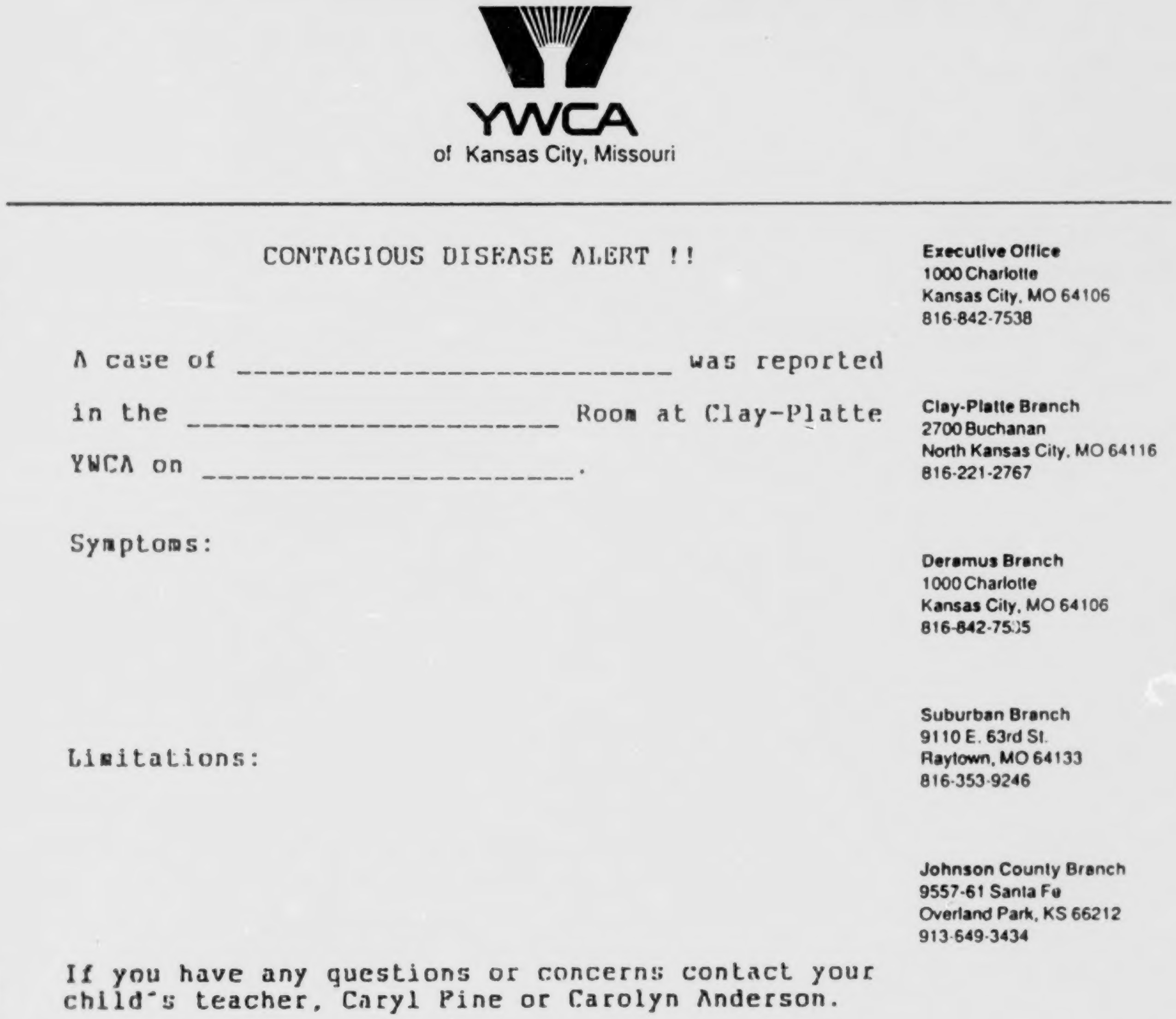
_____ Children's emergency cards, first aid kit, 35¢ for phone
_____ Water and cups
_____ Lunches and drinks (if needed)
_____ Directions
_____ Group confirmation
_____ Payment

Group counts

_____ Before leaving
_____ On the bus
_____ At destination
_____ During field trip
_____ Before bus departs
_____ Back at YWCA

Field trip evaluation: Was it worthwhile? Would you take children there again? Problems?

Resources used by several YWCAs to notify parents about medical and accident information are illustrated in Figures 4.13 to 4.16 on pages 121 to 124. The YWCA of Kansas City, Missouri, uses an alert to notify parents about any contagious disease (Figure 4.13) reported in their child care center. The YWCA of Metropolitan Columbus, Ohio, has a form used by parents/ guardians to notify the child care center about any health condition requiring special attention (Figure 4.14). The YWCA of Bangor-Brewer, Maine, requests information about chronic problems on a form illustrated in Figure 4.15. The YWCA of Hudson County, New Jersey, uses an accident report form which can be found in Figure 4.16.



YWCA
of Kansas City, Missouri

CONTAGIOUS DISEASE ALERT !!

A case of ____________________________ was reported in the ________________________ Room at Clay-Platte YWCA on ________________________.

Symptoms:

Limitations:

If you have any questions or concerns contact your child's teacher, Caryl Pine or Carolyn Anderson.

Executive Office
1000 Charlotte
Kansas City, MO 64106
816-842-7538

Clay-Platte Branch
2700 Buchanan
North Kansas City, MO 64116
816-221-2767

Deramus Branch
1000 Charlotte
Kansas City, MO 64106
816-842-7535

Suburban Branch
9110 E. 63rd St.
Raytown, MO 64133
816-353-9246

Johnson County Branch
9557-61 Santa Fe
Overland Park, KS 66212
913-649-3434

Medical Plan
for Special Health Condition
YWCA of Metropolitan Columbus, Ohio

Child's Name______________________________ School________________________

1. Description of disability or health condition______________________________

____

____

2. Instructions for required special procedures (To be completed by parent or physician):

____

____

____

3. Name of child care worker/workers attending the child and performing the special procedures:

____

I give permission for the procedures described above to be followed as necessary.

__________________________ Signature of Parent	_______________ Date
__________________________ Signature of Parent or Licensed Professional Trainer	_______________ Date
__________________________ Signature of Child Care Worker	_______________ Date
__________________________ Signature of Administrator	_______________ Date

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IF THE CHILD DOES HAVE A CHRONIC PROBLEM, ASK THE FOLLOWING ADDITIONAL QUESTIONS:

1. What happens to the child when s/he has a crisis related to the condition?

2. What procedures would the day care staff follow to:
   a. prevent these crises? ______
   b. deal with them when they occur? ______

3. Does the staff need to be trained in any particular emergency procedures (e.g., CPR)? If so, which? ______

4. Is the child taking any regular medications? Which? ______
   a. Are there any side effects with this medication? Describe: ______
   b. Does the child need to have medication regularly? On what schedule?

5. Does the child require any changes in the following program areas? Check all that apply.
   a. ____ Diet—What? ______
   b. ____ Order of activities—Describe: ______
   c. ____ Types of activities—Describe: ______
   d. ____ Length of activities—Describe: ______

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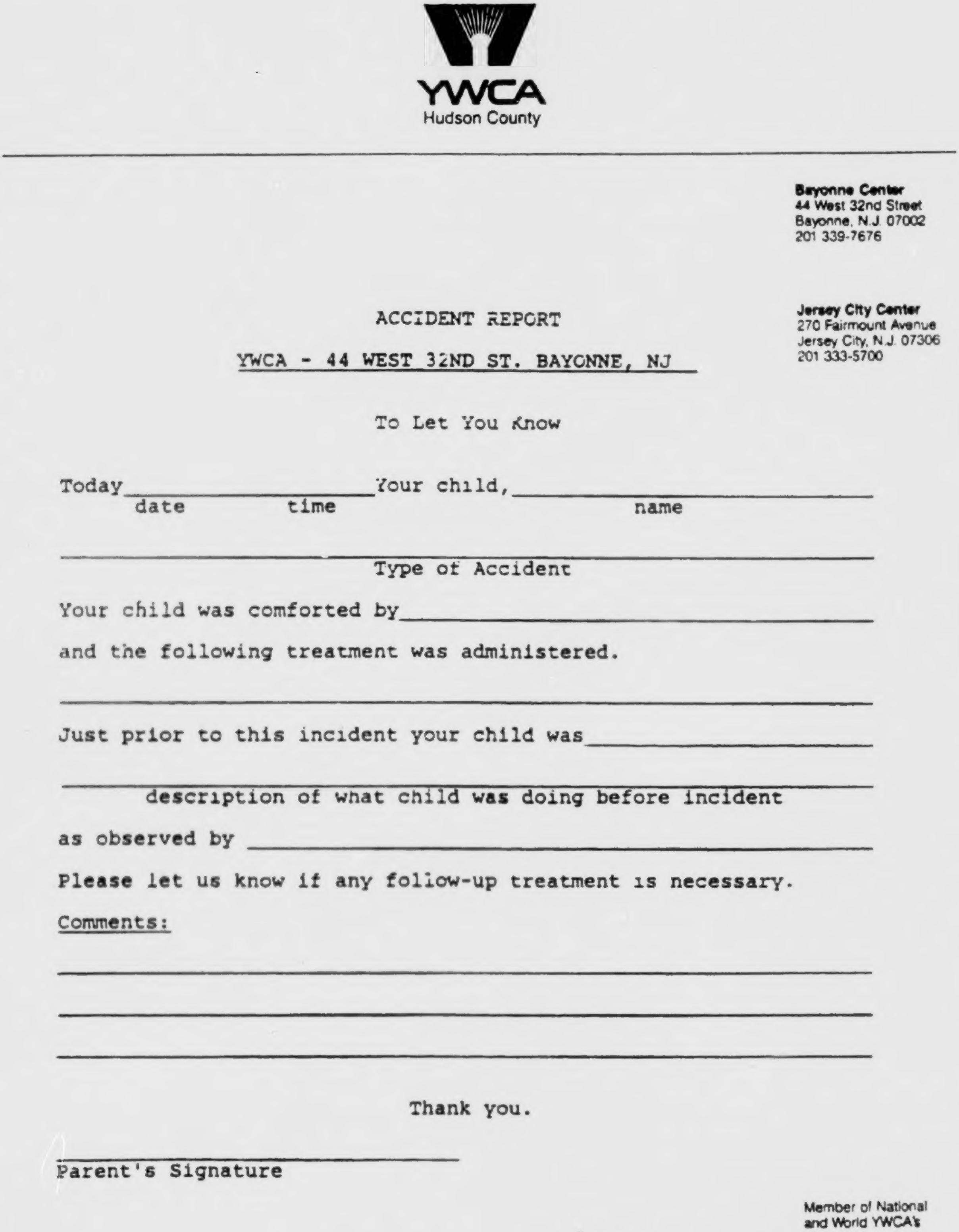
Figure 4.16



YWCA
Hudson County

Bayonne Center
44 West 32nd Street
Bayonne, N.J. 07002
201 339-7676

Jersey City Center
270 Fairmount Avenue
Jersey City, N.J. 07306
201 333-5700

ACCIDENT REPORT

YWCA - 44 WEST 32ND ST. BAYONNE, NJ

To Let You Know

Today ______ ______ Your child, ______
date time name

______
Type of Accident

Your child was comforted by ______

and the following treatment was administered.

______

Just prior to this incident your child was ______

______
description of what child was doing before incident

as observed by ______

Please let us know if any follow-up treatment is necessary.

Comments:

______

______

______

Thank you.

______
Parent's Signature

Member of National
and World YWCA's

Incident Report Forms

Adapted Injury Report Form
YWCA of Wake County, North Carolina

To be completed the same day as injury occurs by staff supervising the activity.

For an injured child:

_____ Obtain signature of parent/legal guardian.
_____ File completed signed form in injured child's folder.
_____ Give copies to child's parent and the associate executive director.

For an injured adult:

_____ Complete appropriate lines.

_____ Have injured sign the report.

_____ Forward to Branch director.

Name of injured ______________________ Age ______________________

Date of injury ______________________ Time ______________ am/pm

Site location where injury took place ______________________

Equipment/product involved ______________________

Description of injury ______________________

____

How did injury occur? ______________________

____

____

If anyone saw this happen, who? ______________________

Name of parent notified ______________ Time ______________ am/pm

Notified by ______________________

Adapted Child Care Accident Report
YWCA of Greater Harrisburg, Pennsylvania

YWCA Incident/Accident Form

Injury date ___________ Time ___________ am/pm Report by ________________

Injured person ________________________________ Age ________________

Address ____
Street City State ZIP

Phone YWCA member? yes no YWCA staff? yes no

Person to be notified in case of accident ________________________

Injury on YWCA premises? yes no Where? ____________________

How did injury occur? (Be specific, name any objects or equipment involved and tell how they were involved)

____

Nature of injury (broken bones, cuts, bruises, etc.)

____

Staff person on duty and title ________________________________

Witnesses (names, addresses, phone numbers)

____

Was family called? yes no Who was contacted? ________________

Was physician called? yes no Name of physician ________________

Was local emergency service called? yes no

Check which service police _______ ambulance _______ fire _______ other _______

Was YWCA insurance carrier notified? yes no

Other pertinent details?________________________________

Report submitted to ________________________________

Signature ____________________________ Date ________________

Figure 4.17

Sample Health and Safety Release Forms

Additional forms by YWCAs (Figures 4.17 to 4.20 on pages 125 to 129) are used for permission to transport children (YWCA of Richmond, Virginia), release forms for a variety of purposes (YWCA of Aurora, Illinois and YWCA of El Paso del Norte Region, Texas), and field trip permission (YWCA of Hudson County, New Jersey).

Transportation
YWCA Children's Programs

Adapted from resource by the YWCA of Richmond, Virginia

Child's Name _______________________________________

The YWCA Children's Center offers transportation on a limited basis for an additional fee. Completion of this form does not guarantee transportation for your child. This form will be reviewed at the time of registration to determine eligibility for transportation.

Please check appropriate spaces and complete information:

ARRIVAL

_____ Pick my child up at this school _______________________________

Teacher and grade _______________________________

Special instructions _______________________________

_____ My child will arrive at the YWCA Children's Center by the following means:

____

DEPARTURE

_____ My child will be returned home by the YWCA van to the following address:

____

_____ My child may be picked up from the YWCA by these authorized individual[s]:

____

_______________________________ _______________

Parent's signature Date

_______________________________ _______________

YWCA staff approval Date

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Figure 4.18

EMERGENCY FIRST AID

I do ______ do not ______ authorize YWCA personnel to administer the following first aid measures:

For bump or bruise: Ice, Cold Compress
For cut or scratch: Cleansed with soap and water, bandage
For nose bleed: Pressure applied to stop bleeding
For splinter: Removed with tweezers if above the surface of the skin, cleansed with soap and water, bandage applied.

If further care is necessary, a parent will be notified.

EMERGENCY MEDICAL ATTENTION

In the event of a medical emergency where neither parent nor guardian can be notified, I authorize YWCA personnel to obtain emergency medical attention for my child, ________________. I understand that it is the policy of the YWCA to notify a parent/guardian when possible or to call paramedics to treat and/or transport an ill or injured child. I will assume responsibility for the emergency medical charges upon receipt of a statement.

ADMINISTRATION OF MEDICATION

I do ______ do not ______ authorize YWCA personnel to administer prescription or non-prescription medication to my child in accordance with my directions.

FIELD TRIP PERMISSION

I do ______ do not ______ give permission for my child to participate in field trips off the premises. I authorize my child to be a passenger in a staff car insured by the YWCA or a parent's car, the YWCA 15 passenger van or a vehicle leased by YWCA. I understand that each child will wear a seat belt and the excursions will be supervised by YWCA personnel. Further, I understand that I will be notified in advance of the date, time, and destination of the field trip.

PHOTOGRAPH CONSENT

I do ______ do not ______ authorize YWCA personnel to photograph my child for purposes of display at the YWCA. Additionally, photos may be used for publicity purposes.

CLASSROOM OBSERVATION

I do ______ do not ______ give permission for my child to be observed from time to time by outside student/college groups.

RECREATIONAL SWIM

I do ______ do not ______ give permission for my child to participate in a recreational swim period, if scheduled.

______________________________ ______________
Parent/Guardian Signature Date

CC-276 (7/94)R PG. 1

YWCA SCHOOL-AGE CHILD CARE PROGRAM

Program After School ( ) Summer Camp ( ) Fun Days ( ) Location ____________________

Name ________________________________ Age ____________ Birthday ________________

Address ____

Grade ____________________ Teacher ________________________ School ________________

Starting Date __________________________ Approx. hours of care __________ to ______________

Child's immunization record is on file at ____

AUTHORIZATION FOR:

Emergency MEDICAL CARE - In the event I cannot be reached to make arrangements for emergency medical care at the time of an illness or an accident, I hereby authorize a staff member of the YWCA school-age program to take care of my child via ambulance to ________________ hospital or to a licensed physician. I understand that the cost for such treatment and transportation will be my responsibility and I will not hold the YWCA responsible for such claims.
Parent's initials _____

WALKING HOME - I ( ) DO ( ) DO NOT give my permission for my child to walk home from the program at ________ p.m. I understand that I am responsible for notifying the YWCA if my child will be getting a ride instead of walking. I agree to provide the YWCA with the name of the person I have authorized to pick up my child and that if I do not, my child will not be released. I also understand that the YWCA is not responsible for my child once he/she has left the school site. Parent's initials _____

SIGNING IN/OUT - The YWCA does not assume responsibility for any child until that child's attendance is verified through roll call or other means and after the child has been signed out. Parent's initials _____

SWIMMING - I give my permission for my child to participate in scheduled swim programs. Parent's initials _____

WAIVER OF CLAIMS - I hereby, for myself and my child, waive and release all rights and claims for damages I may have against the YWCA, directors or staff for any and all injuries suffered by my child as a participant in the child care program.
Parent's initials _____

TRANSPORTATION - I authorize and give permission to the YWCA to provide and arrange for transportation for my child for field trips. The YWCA will notify me of the time at which my child is to be picked up, and I fully understand that if my child is not at the place of departure at the designated time, the YWCA shall have no responsibility for the care or maintenance of my child. Parent's initials _____

PERMISSION TO VIDEO TAPE/PICTURES - I hereby grant permission for my child to be included in video taping or picture taking connected with YWCA programs. Parent's initials _____

FEES:

Fee for one child	$ _______ per week	Membership fee $ ____________	
Fee for two children	$ _______ per week	Membership Exp. Date _________	
Fee for third child	$ _______ per week	Membership # ______________	
Supply Fee	$ _______ per child		
		Payment Plan (Check One)	
Total Program Charges	$ _______	_____ Weekly (due on preceding Friday)	
CCMS Fee	$ _______ per week	_____ Monthly (due on the 1st working day of the month)	

CC-276 (7/94)R PG. 2

WEEKLY FEE - I understand that a weekly fee is charged for either four or five days of care.

EARLY DISMISSAL & FUN DAYS - I understand that there will be an additional charge, payable on the day of service, for days when school is not in session (Fun Days) and when school is dismissed early.

LATE FEE - I understand that a $3.00 per day late fee will be charged in the school-age program after the first working day of each week/month and that my child will be automatically dropped if the fee is not paid by the third working day of each week/month.

ABSENCES - I understand that no credit will be given for absences, illnesses or holidays, and that I must always notify the program site when my child is absent. I agree to give one week's notice in writing before vacations or before withdrawing my child(ren) from the program. I understand that the registration fee is not refundable.

CANCELLATION - I understand that the YWCA will try to give one week's notice if the program is to be cancelled.

CLOSING TIME - I agree to pick up my child(ren) at or before closing time of the program. I also understand that beginning at 6:00 p.m. there will be a late charge of $3.00 per child for every 15 minutes or any part thereof that my child(ren) is/are left in the care of the YWCA. I understand that after 6:30 p.m. my child(ren) will be transported to the nearest YWCA branch to await my pick up. If after 7:00 p.m., I do not contact the YWCA, my child(ren) will be placed in the custody of the Texas Department of Human Services.

EMERGENCY CLOSING - I agree that in the event of a school building emergency closing, my child(ren) will be transported to the nearest YWCA branch to await my pick up.

COMMUNICABLE DISEASE - I am aware that my child will be refused care if she/he shows signs of a communicable condition.

CALL TO INFORM OF ABSENCE - I agree to contact the YWCA by 12 noon each day at phone # ________________ if my child will not attend the program and again by 12 noon on the day he or she will be returning to the program. I will not hold the YWCA staff responsible if my child does not report to the program.

CHILD CARE - I have read the foregoing request for authorizations and do fully understand them, I hereby authorize the YWCA School-Age Child Care Program to care for my child(ren). I understand I will receive a two week notice if any changes are to be made to the above statements.

Parent/Guardian Signature ______________________________ Date ________________

This form has been reviewed and approved by a YWCA representative:

Name ______________________________ Date ________________

YWCA
Hudson County

Bayonne Center
44 West 32nd Street
Bayonne, N.J. 07002
201 339-7676

Jersey City Center
270 Fairmount Avenue
Jersey City, N.J 07306
201 333-5700

PERMISSION SLIP

I give my son/daughter ______________________ permission to take part in the trip to Green Meadows Farm on October 25th, 1994.

Parent Signature____

In case of an emergency, I can be reached at_________________

____

Family Handbook

Your YWCA child care family handbook is an extremely important document. It contains specifics every family should know in order to become an integral part of your program. Well-prepared handbooks anticipate people's questions and concerns, and address them in writing. Handbook content is covered in various sections of this publication.

Your handbook is a public statement that conveys your program's professional image. Handbooks are likely to be read not only by enrolling families but also funding sources, licensing personnel, potential staff members, and anyone or organization in the community who is interested in your program.

Put your best professional image forward when you prepare the handbook. Here are some suggestions for making the document as appealing, readable, and professional-looking as possible:

- Prepare it on a computer, so that it can be updated at least annually.
- Write clearly, with an upbeat tone, and proofread the document.
- If families are native speakers of languages other than English, offer the handbook in common languages in your community.
- Design the handbook so it is easy to read—use bold face type, headings, dotted or numbered lists, and different type sizes; put important items in boxes.
- Prepare a table of contents with page numbers.
- Include illustrations—YWCA logo, photographs, drawings, children's art.
- Design an attractive cover that includes the name and contact

Family handbook contents

- Letter of welcome
- Program contacts/locations
- YWCA mission
- Statement of child care philosophy
- Calendar/operating hours/emergency closings
- Tuition schedule and fees
- Arrival/departure/transportation/daily schedule
- Safety and health considerations
- Curriculum and guidance overview

information for your YWCA and child care program.

- Make good use of space—leave ample margins, but avoid wasting paper.
- Print legible copies on a readable paper color.

Family handbooks may have a variety of formats and production costs vary as well. Included with this Guidebook are two handbooks which can be found in the binder pocket. The YWCA of Richmond, Virginia's parent handbook (Insert 4A) uses a fan-type format which makes it easy for parents to find the section they need. The YWCA of the Hartford, Connecticut Region's Parent Handbook (Insert 4B) is comprehensive. Among its complete procedures is one on biting (page 11 of the Handbook) which is an issue of concern to many parents.

The YWCA of El Paso del Norte Region, Texas has a very attractive parent handbook which is printed in English and Spanish. Production cost of this handbook is higher than those enclosed in this Guidebook. However, the YWCA of El Paso del Norte Region will send YWCAs a duplicated version if requested by calling their Child Care Director's office at (915) 533-2311.

Communicating With Families

Starting with the first telephone inquiry, YWCA child care staff are in an ideal position to communicate with families. With each opportunity, caregivers learn more about children, their families, and themselves. One of the most valuable aspects of working in child care is the daily informal contact with families. Regularly exchanging information makes it possible for all of you to provide the very best possible care for children.

Opportunities to communicate with families

- intake interviews
- daily arrival, health checks, reports, and departure
- conferences
- letters and newsletters
- group activities
- visits and participation
- exit interviews

Families gradually develop trust as they get to know the people who are their partners in childrearing. Here are a few considerations to think about whenever you or caregivers talk with families:

Introduce yourself—indicate the name you wish to be called and explain who you are.

Keep discussions confidential—share important information only with other child care staff or administrators as necessary.

Show consideration and respect—use the family's language, offer a chair and a light drink, wait for another day if you or the parent are frazzled.

Schedule discussions about concerns or issues for uninterrupted time—plan a call during professional planning times or when children are napping.

Maintain a warm, positive, professional tone—for many families, you are the first of many education and human service professionals!

Directors can help families get to know the YWCA child care staff. List staff members, their titles, and qualifications in newsletters or program flyers. Post caregivers' photos and a brief statement of their teaching philosophy at the door of their rooms. Keep families informed about each caregiver's continuing professional development and professional honors, such as earning a Child Development Associate credential (CDA).

YWCA child care providers and administrators are role models for many people. For families, you demonstrate good childrearing practices. For children, you are a grown-up whose behavior they will copy. For each other, and everyone in the community, you are models of the profession.

One example of communicating to parents is illustrated in Figure 4.21 on page 133 in a memo sent by the YWCA of White Plains and Westchester County, New York, to their nursery school parents.

HIGHLIGHTS OF OUR CENTER

INDOOR PLAY SPACE

Full size gym
Aerobics room

INDOOR POOL

Swimming lessons
Water safety lessons
American Red Cross certified lifeguard

DIVERSITY

Diverse staff
Multicultural activities
Inclusion program with
special needs children

LIBRARY AREA

Comfortable reading areas
Age-appropriate literature incorporated
into all aspects of the program

CONVENIENCE

Close to where you work
Full and part time rates
Have lunch with your child
Reach your child quickly in case
of illness or emergency

A PARENT'S PERSPECTIVE

"Before I came, I was unsure about leaving my infant in the center. My fears disappeared right away! The YWCA teachers are caring and know a great deal about what's right for babies! The whole atmosphere is warm and nurturing."

LOCATIONS:

YWCA / Downtown
Early Childhood Center
190 Franklin Street
Buffalo, NY 14207
852-6120

YWCA / Makowski
Early Childhood Center
1095 Jefferson Avenue (corner Best)
Buffalo, NY 14208
881-5445

YWCA Early Childhood Center
at The School House Commons
1005 Grant Street
Buffalo, NY 14207
852-6120

YWCA
WESTERN NEW YORK

Learning is
FUN at the
YWCA!

YWCA Early Childhood Centers

"Western New York's Child Care Specialists Since 1870"

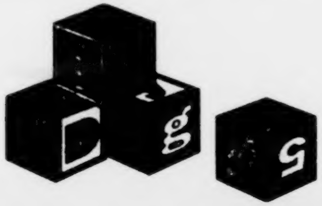
PHILOSOPHY

The YWCA is a women's membership movement to empower women and girls and eliminate racism.

YWCA Early Childhood Centers are designed to encourage each child's emotional, social, intellectual, creative, cultural and physical development in a safe, nurturing, anti-bias environment.

At the **YWCA Early Childhood Centers**, we believe that children learn best by being active participants in hands-on, explorative activities.

Our daily routine is structured enough to provide familiarity and security, yet flexible enough to meet individual needs.



YWCA EARLY CHILDHOOD CENTER PROGRAM

INFANTS

6 weeks - 18 months

- Individual goal setting updated monthly
- Infants only large motor area
- Breastfeeding accommodations

TODDLERS

18 months - 3 years

- Hands on activities that promote self help skills, independence and positive social interaction.
- Large and small motor development
- Language Development

PRESCHOOL

3 years - 5 years

- Developmentally appropriate activities in language development, art, science, music, drama and physical skills
- School readiness activities to prepare children for kindergarten
- Beginning computer activities

YWCA Early Childhood Centers create a comfortable, inviting, multicultural environment that includes areas for fine motor activities, dramatic play, quiet activities, literatures, music, arts and crafts, science, math, large motor skills, napping and eating.

A PARENT'S PERSPECTIVE

"I've seen my daughter grow so much here! I know she's more than ready for kindergarten!"

INSERT 4B

Hartford Region YWCA

Parent Handbook
Early Childhood Division
September 1997

Childcare Centers
Nursery Schools

YWCA
Hartford Region

ELIMINATE RACISM AND
EMPOWER WOMEN

Excellence in Childcare

135 Broad Street
Hartford, CT 06105
Phone: (860) 525-1163
Fax: (860) 543-8919
TTY: (860) 246-1331

HARTFORD REGION YWCA
EARLY CHILDHOOD DIVISION
PARENT HANDBOOK

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YWCA
Hartford Region
ELIMINATE RACISM AND
EMPOWER WOMEN

EST COPY AVAILABLE

Welcome to the Hartford Region YWCA Childcare programs. We are glad that you have chosen the YWCA to meet your family's childcare needs and look forward to building a partnership together in caring for your child. Our programs serve children ages 6 weeks to 5 years old and provide quality full day and part day childcare, as well as nursery school programs.

YWCA CHILDCARE STATEMENT OF PHILOSOPHY

- **We believe that children learn best in an environment which respects their unique patterns of growth and development**. Careful observations, evaluations and positive, individual attention are important components of our program.

- **We believe that the environment must be physically and emotionally safe if children are to develop trust in their world**. We remain alert to potential dangers, guide children in safe behaviors and treat both children and adults with care.

- **We believe that children enjoy and benefit from the company of others.** We encourage the development of social skills by arranging opportunities for small and large group activities and allowing time for conversation and play between adults and children.

- **We believe in children's desire for independence**. We provide an environment rich with successes to help children develop a positive self-concept. We teach problem-solving and self-help skills. Children learn to care for materials and equipment. They take responsibility for many aspects of their classroom.

- **We believe in the natural creativity of children**. Through guided activities in art, music, dance, and dramatic play we encourage children to explore and reach their own potential. Each person's creative expression is unique and valued.

- **We believe that children develop their ability to move by moving.** We plan for large and small muscle activities. Our play areas are spacious and our classrooms and program sites are filled with a variety of materials for manipulation.

- **We believe in families**. We see ourselves as part of an extended family, working with parents to provide the very best care for their children. We are responsive to the concerns and ideas of parents and we encourage parent involvement in all aspects of our programs.

PROGRAM DESCRIPTION

The Hartford Region YWCA Childcare Centers and Creative Nursery Schools welcome children from all ethnic, racial and religious backgrounds, knowing that playing and developing together at a very young age is a basis for better understanding in the future. Our programs are state-licensed and we strictly adhere to all state guidelines and regulations. The staff at the YWCA looks forward to working with you and your child as he/she enters a world full of exciting and fun experiences.

Daily activities may include:

- Arts & Crafts
- Outside Play
- Cooking
- Music
- Movement
- Circle Time
- Gross Motor Activities
- Science
- Fine Motor Activities
- Story Time
- Dramatic Play
- Group Games
- Special Events/Parties
- Theme Days/Weeks
- Film Strips
- Multicultural Activities

Interest centers are set up around the classroom with a variety of developmentally appropriate activities and materials, thus encouraging each child to be actively involved in the learning process at his or her own level.

PROGRAM ORIENTATION

A parent orientation meeting is held in the fall as well as an open house where parents and children can tour the center and meet the teachers.

If a child enrolls during the school year, a pre-enrollment visit takes place.

CHILDCARE CENTER LOCATIONS

The YWCA has childcare centers located at the following addresses:

	PROGRAM LOCATION	TELEPHONE	AGES SERVED
HARTFORD	Asylum Hill Childcare Center * 814 Asylum Avenue Hartford 06105	543-8923	6 weeks to 5 years old
EAST HARTFORD	East Hartford Childcare Center 770 Main Street East Hartford 06108	291-2739 or 291-2700	18 months to 5 years old
ENFIELD	Enfield Early Learning Center 139 Hazard Avenue Enfield 06082	645-2240	18 months to 5 years old
WEST HARTFORD	Elmwood Childcare Center * 1106 New Britain Avenue West Hartford 06107	233-7906	18 months to 5 years old

* Our **Asylum Hill** and **Elmwood Childcare Centers** have been accredited by the National Academy of Early Childhood Programs.

YWCA CREATIVE NURSERY SCHOOL

Nursery School rograms are available at the following locations:

	PROGRAM LOCATION	TELEPHONE	PROGRAMS OFFERED
ENFIELD	139 Hazard Avenue Enfield 06082	763-6440	2, 3 & 4 year olds AM & PM sessions
MANCHESTER	78 North Main Street Manchester 06040	645-2240	3 & 4 year olds AM & PM sessions
NEWINGTON	Church of Christ Congregational 1075 Main Street Newington 06111	665-8341	3 & 4 year olds AM & PM sessions
WEST HARTFORD	21 North Main Street West Hartford 06107	561-6000	3 & 4 year olds AM & PM sessions

HOLIDAYS

The Childcare Centers and Nursery Schools will be closed on the following days:

New Year's Day	July 4th
Martin Luther King Day	Labor Day
President's Day	Thanksgiving & the day after
Memorial Day	3:00 p.m. closing on Christmas Eve

Christmas Day

No tuition credit will be given for these days.

We will also be closing for ***3 days in the last week of August*** for regional YWCA childcare training. You will receive credit for these 3 days if your child is enrolled for this week and scheduled for these 3 days.

SNOW DAYS / INCLEMENT WEATHER

CHILDCARE CENTERS ONLY:

When the center is closed due to inclement weather we will notify you of the closing by 4:00 p.m. the day before, ***whenever possible***. Your account will be credited for the Snow Day only if your child was scheduled to attend for the **actual** day the program was closed. No credit will be given for the first two closed days. Any closing after two days, credit will be given.

In the event that we are unable to notify you the day before, please tune to WFSB Channel 3, WVIT Channel 30, or WTIC 1080AM for the list of closings.

In the event of one of the following situations, the Hartford Region YWCA will close its childcare programs and no tuition credits will be issued.

- A program site does not meet licensing requirements, i.e. a power outage.
- There is a blizzard.
- The State of Connecticut closes down.
- A state of emergency is declared.

SNOW DAYS / INCLEMENT WEATHER (CONTINUED):

NURSERY SCHOOLS ONLY:

If the local school system announces a school closing we cancel our classes. When the school system has a delay, morning classes will be cancelled. Afternoon programs will run as scheduled unless school is canceled for the day or there is an early dismissal of public schools. Should Nursery School classes be cancelled due to snow days, a maximum of one week of classes may be added on at the end of June, ***providing more than two days have been cancelled in a two-day program or three days in a three-day program.*** (i.e. If you child attends Monday-Wednesday-Friday Nursery School you will be granted three makeup days. If you child attends Tuesday and Thursday Nursery School you will be granted two makeup days.)

ALL SCHOOL CLOSINGS AND LATE OPENINGS ARE ANNOUNCED ON WFSB Channel 3, WVIT Channel 30, or WTIC 1080AM.

REGISTRATION

Anyone interested in the YWCA's Childcare Programs may register at the Childcare Center that you wish your child to attend.

Prior to enrollment:
A visit is planned with the director to go over policies and procedures. We also ask you to schedule a visit to the center with your child so he/she may meet the teacher and other children. Parents are required to complete and return a registration packet prior to the child's enrollment.

The following information must be complete:
a. Registration form
b. Program Registration Fee
c. Updated Physical Health Form
d. Emergency Forms
e. Signed Statement of Parent Handbook received

→ It is crucial for you to keep us updated on any changes to your emergency contact names and telephone numbers. ←

STAFF QUALIFICATIONS

We have carefully chosen qualified staff members that meet and exceed all the necessary requirements according to the guidelines determined by the State of Connecticut. Our creative and energetic staff looks forward to working with your child. Our child/staff ratios are consistently met with a 10-to-1 ratio for children ages 3 to 5 years old as required by State law, and a 4-to-1 ratio for children under 3. In many cases our staff-to-child ratio exceeds that set by the State.

Each Childcare Center and Nursery School is staffed with a Director, a Head Teacher, teachers and teacher assistants. Substitutes, students and volunteers are also part of our programs. All staff and volunteers are screened and trained as the State requires.

COMMUNICATION

DAILY SIGN IN AND SIGN OUT

Upon arrival parents are ***required to sign their child in and bring their child to designated morning staff*** on a daily basis. Upon departure, parents are ***required to pick up their child and sign their child out*** on a daily basis. Sign in/out forms are kept in a designated area at your child's program. If someone else is to pick up your child, please make sure that the person is an authorized pick-up individual, or be sure you notify the staff who will be picking up your child. No one under the age of 16 is able to be listed as an emergency contact person or able to sign your child out of any of our programs. This includes an enrolled child's younger sibling.

CONFERENCES

Our staff is always available to work with you in meeting the individual needs of your child. As it is required for you to sign your child in and out of the program on a daily basis, this allows an opportunity for you and your child's Teacher to share the happenings of your child's day. Should you or your child's Teacher find it helpful to discuss your child on a more formal basis, a conference can be arranged. Annual spring conferences are held and parents have the opportunity to sign up for a date/time that is convenient for them.

ABSENCES

If your child is going to be absent from the center, we ask that you call your child's program to report the absence. If you know that your child will not be attending, please let us know in advance whenever possible.

PARENT INFORMATION AREA

Each Childcare Center will display an updated parent information area for you to read and keep current on program happenings. Newsletters and other special events will be located by the sign-in and out area for your convenience.

OUTDOOR POLICY

Taking children outdoors is a healthy, integral part of our daily schedule and curriculum. Health experts agree on the importance of fresh air and exercise as a part of their daily routine. Children benefit from active outdoor play to release energy and develop large muscle coordination. Children will participate in routine outdoor play when the temperature is 32F and above. When the temperature drops below 32F and the conditions are not extreme, outdoor activity will be limited to approximately 15 minutes. In severe weather conditions the Teacher will determine whether the children will go outside. At temperatures of 40 degrees and above children must be dressed in layers of warm, dry, loose fitting clothing. Gloves/mittens, hats and boots are essential to provide the necessary protection. Please remember to label all clothing.

TOYS FROM HOME

It is our suggestion that children refrain from bringing in toys from home. Toys from home are often sources of conflict between children and may result in the toy being broken, lost or stolen. We supply our programs with adequate developmentally appropriate equipment to meet the needs of all the children. If a toy from home gives your child a sense of security, please speak to your Teacher/Director about bringing the toy to the program. If approval is granted, the YWCA will not be held responsible for any toys broken, lost or stolen. However, we *do* encourage your child to bring a cuddly friend and familiar blanket for naptime. This gives your child a sense of security and a little bit of home midday.

HOLIDAYS AND CELEBRATIONS

The YWCA serves a diverse ethnic, religious and racial population. We accept and support the uniqueness of each child and the families we serve. We do not emphasize any selected holidays in our curriculum. Instead we celebrate holidays from around the world. This approach gives each child a multicultural learning experience.

SNACKS

The Childcare programs provide snacks which are nutritionally sound and recommended by the State Nutrition Team. Monthly snack menus are posted at the program site for your review.

If your child requires a special diet or has food allergies, please notify the Teacher and supplement your child's snack when needed.

All children's food allergies will be posted for all the staff to review.

Nursery School programs ask that parents bring in juice on a rotating schedule. See your site for details.

BIRTHDAYS

Birthdays are special days at the YWCA's programs, and we enjoy celebrating them with the children. All birthday celebrations are held at either a.m. or p.m. snack. Parents are welcome to join their child. Parents may send in a special treat for the afternoon snack. Low sugar cookies, quickbreads or muffins are recommended over frosted cookies and cupcakes. Please check with your child's Teacher at least one week in advance to plan your child's "party" which will be fun for everyone and not overwhelming for the children. We also recommend for safety reasons that only Mylar balloons be used in the program.

FUNDRAISING

Fundraising activities may be held to help support the YWCA and the childcare programs it offers to the community. Parents are encouraged to support the YWCA's efforts to assist us in maintaining quality programs. Fundraising activities may include; candy sales, bake sales, special events and the YWCA Annual Campaign.

HEALTH AND SAFETY

Our programs are continuously monitored for health and safety standards. In order to prevent illness of teachers and children, we engage in the following recommended childcare hygiene practices:

- Children are taught and assisted with proper hand washing techniques.
- Children and staff will wash their hands after toileting and before eating and serving snacks.
- Toys, especially those used by infants, are washed and disinfected on a regular basis.
- Tables are sprayed with a sanitizing solution before and after snacks are served.
- Sleeping cots are washed weekly.

The YWCA childcare programs provide activities that are safe and developmentally appropriate for all children, allowing them the freedom to explore and learn about their world.

CHILDREN'S HEALTH RECORDS

All children are required to have a completed health summary/physical examination form and all immunizations up-to-date at the time of registration. All health forms and immunizations must be kept up-to-date thereafter. ***Physical examinations are valid for one year from the date of last exam.*** Registration will not be accepted without a current medical physical and up-to-date immunization records.

ILLNESS/EXCLUSION POLICY

Children in group childcare settings often become ill. It is not uncommon for children to have 8-10 illnesses a year. Illness of children in childcare is a difficult problem for staff and parents. It is inconvenient for both the parent who has to leave work or school and the staff trying to care for the child at the program site. Everyone shares a concern for the child's well being and will accommodate your child's needs. Parents are strongly encouraged to arrange back-up childcare for those inevitable days when their child will be too ill to participate in our program.

When your child becomes ill in our program we will remove him/her from the activity of the group and create a comfortable space for him/her to rest. Should your child be in extreme discomfort and can no longer function in a group setting, we will contact you to pick your child up immediately. Should we be unable to reach you, we will contact the emergency numbers listed on your registration form. This request is being made to reduce the transmission of illness and to provide a healthy environment for all the children.

The following are guidelines for exclusion from the program:

- A temperature above 101 taken orally/axially
- One or more episodes of vomiting
- One or more episodes of diarrhea
- Obvious symptoms of a communicable illness such as chickenpox, head lice, conjunctivitis (pink eye).
- Severe nasal and chest congestion and a cough that interferes with daily activities.
- Behavior indicating pain or distress.

When an illness such as diarrhea, vomiting or fever requires exclusion, we ask that your child remain home until he/she has been symptom free for 24 hours.

You must notify staff immediately if your child has been diagnosed with a communicable illness.

EMERGENCY CARE PROCEDURES

For your child's safety and protection there is at least one staff member on site who is trained in First Aid for children in accordance with the State of Connecticut's regulations. In the event of an accident that creates a need for medical attention, we will proceed as follows:

> **For immediate medical treatment**, a staff member will call 911 and request emergency assistance. If necessary, your child will be transported to the nearest emergency center by the dispatched ambulance. Parents will be contacted immediately. If parents are unable to be reached, your emergency contacts will be called. Within 24 hours the staff member will complete an incident report stating the details of the situation.
>
> **If a less serious incident occurs,** the trained staff member will administer First Aid on site. Parents will be contacted and will receive an Incident Report stating the details of the injury.

Whenever an injury or an "ouch" (i.e. small bumps, scraped knees, etc.) occurs during the day and first aid is administered to your child, a log will be kept and a slip sent home for your information. This report is called an "Ouch Report." The parent will receive a copy of this form which includes the time of the incident, details, and first aid used. This is a triplicate form and a copy will go to the Director, to the parent and to the child's file.

TOILETING AND TOILET LEARNING

TODDLER TOILET LEARNING

Teachers follow the child's and parent's lead regarding toilet learning for the toddler group. No pressure is ever put on a child to use the toilet, but children who seem ready are encouraged to move in this direction. Since consistency in expectations is important for successful toilet training, teachers and parents remain in close contact concerning this issue. During toilet training, parents are asked to leave a few complete changes of clothes in their child's cubby each day.

TODDLER TOILETING PROCEDURE

A detailed toileting and diapering procedure is posted at each changing area in the infant and toddler classrooms. Disposable diapers, wipes, and /or training underpants used at the Center are supplied by parents.

PRESCHOOL TOILETING

Children entering the preschool classrooms should be toilet trained. Children are free to use the toilet throughout the day. There are also scheduled toileting times for the entire group. These occur before outside play and before and after rest time.

TOILETING GUIDELINES

1. No child is ever punished or humiliated for soiling, wetting or not using the toilet.
2. Children wash their hands with soap and running water after toileting and before snacks and meals or handling food. Staff members wash their hands with soap and running water after assisting children with toileting or toileting themselves. Individual paper towels are used to dry hands.
3. Clothing soiled by feces, urine, vomitus or blood is wrapped in a plastic bag and stored in the child's cubby to be taken home and washed by the parent.
4. Parents provide a complete change of clothing for their child to be kept at the Center. A limited supply of Center-owned clothing is available in case of an emergency. These clothes must be laundered and returned to the center as soon as possible.

TOILET TEACHING

When to begin toilet teaching should be a decision made between the pediatrician, parent and caregiver. All three parties need to form a partnership to help make the process pleasant for the child. Beginning too early often leads to frustration and power struggles between child and adults. Between eighteen months and twenty eight months, children can be prepared for toilet teaching by helping them to understand about elimination and giving them words for urination and defecation. Learning to pull their own pants down and to sit on a toilet or potty chair are the other important developmental steps. Toddlers show readiness by staying dry longer and showing an interest in the process. They will tell you they are urinating or defecating as they are doing it. Somewhere between two and a half to three years old a child begins to stay dry most of the day. During toilet learning, the parents should be asked to bring an extra set of clothing for the child each day.

WHEN IS A CHILD READY?

Using the self-mastery approach, the child must be ready to participate willingly if the process of toilet teaching is to be a positive one. Otherwise, toilet "training" can be a battle of the wills with endless disappointments. The purpose of toilet teaching is to help the child gain control of their body functions. If a child is ready, the process of toilet learning can become a sign of great success and achievement for the child's own sense of self. Look for these following landmarks indicating a child's readiness for toilet learning.

Muscle Control - The child must be able to work the buttock muscles at will. She or he must be able to squeeze the sphincter (buttock) and stomach muscles at the same time. This muscle coordination is automatic in children without physical abnormalities. What is learned with development is the ability to control this process - both to begin and hold back emptying stool and urine. Usually a child does not have this control until around their second birthday. Some children are not ready until age three. They should be able to undress enough to be able to sit on a toilet or potty without assistance and without fear of falling off, or in the toilet. Encourage the child to take part in the toilet experience, for example:

1. gathering supplies needed
2. pulling down pants/clothing
3. proper wiping
4. pulling up pants/clothing
5. the most fun of all - flushing!
6. proper hand washing

Communication - The child should be able to use words or consistent gestures to ask for help undressing or getting to the toilet and to communicate the urge to "go." Parents and caregiver must all use the same words for toileting (i.e., urine, b.m., pee or poop). Differences in toileting language will only confuse the child. Bowel movement and urine are good words for children to learn since they are part of the child's needed vocabulary as a grown-up.

Desire - Starting before a child wants to learn about the toilet may set up a lasting power struggle. Children have a natural desire to please those whom they love and trust. Children also love to imitate! Children will eventually become uncomfortable in diapers and may want to wear underwear instead. Never force a child to sit on a potty or toilet, or punish when a child has had an accident. Encourage them to keep dry "panties" next time and remember to tell the adult.

Time and Patience - Parents and staff should decide together when the child is ready to begin toilet learning. Develop a plan together that will be consistent and manageable in both settings. Different approaches are confusing and may be upsetting. If possible, you should develop similar schedules.

The process of toilet learning usually is neither fast nor consistent. For some children, the process may take several years to complete. Commonly, children have accidents when they are sick), tired, excited, very involved in play, or stressed (e.g., when a sibling is born or when there is an illness in the family).

Children should never be punished for lapses in using the toilet. If you expect some backslide, you will be more apt to accept a child's accidents. Children need your understanding and patience when they are having difficulty in toileting. Your support should actually shorten the time for children to regain their toileting patterns. Punishment will only prolong the struggle and make it an unpleasant experience for everyone.

It is appropriate for adults to indicate their expectation that the child use the toilet appropriately. However, a child's resistance to this expectation should be ignored without the caregiver and parent showing anger or resentment.

Dry Nights - Staying dry while sleeping usually comes several months after daytime control is established, but some children, especially boys, take longer to achieve dry nights. The best way to handle night wetting is to be patient and wait for the child's bladder to mature. Punitive methods are definitely harmful: Don't punish or shame a bed wetter. Instead, praise the child for any dry nights they may have: make no comment about wet beds; and express your confidence that he/she will be having more dry nights as he/she grows older.

PHOTOGRAPHS

No outside agency or individual will be allowed to photograph your child without parental consent. The staff reserves the right to take photographs of the children for educational/curriculum purposes without specific consent. Children are identified by first name and age only when these photographs are used at the program.

SPECIAL CARE POLICY

The YWCA of the Hartford Region welcomes applications from all families. We provide an inclusive educational environment.

A special care plan will gladly be established by your Director, Teacher, child's physician and parent/s to accommodate your child. Specific health concerns, conditions, special diets or allergies must be recorded in the child's health history upon enrollment and brought to the attention of the Teacher and the Director.

CONFIDENTIALITY OF CHILDREN'S FILES

A parent may arrange with the Teacher to see his/her child's file at any time. A parent may add information to their child's file at any time. When your child leaves the YWCA childcare program, you may request in writing a copy of your child's record be transferred to you or another agency.

STATEMENT OF CONFIDENTIALITY

All the information on your child's registration forms, as well as any other information added to your child's file during his/her enrollment at the YWCA shall be considered privileged and confidential. This information will be accessible only to the appropriate staff. Personnel from the State of Connecticut Childcare Licensing Unit, and/or Nurse Consultant will also have access to the files for licensing purposes and shall maintain the confidentiality of individual records. If an outside agency should request information from your child's file, it will be released only after a Release of Information Form has been signed and dated by the parent/s. A record of all such releases will be kept in your child's file.

PROTECTING YOUR CHILD FROM HARM

The YWCA recognizes the concern parents have around the issues of potential abuse and neglect while their children are in the care of others. We have taken a number of steps to promote the safety and protection of your child at the YWCA's childcare programs.

Careful pre-employment and screening of staff is a protection for your child, as are the staff/child ratios maintained by the program. Staff are trained in appropriate disciplinary techniques, and we have strict guidelines as to staff being alone with your child.

Our programs are designed to offer visibility at all times into all areas of program space, thus making undiscovered incidents very unlikely. The core of the YWCA's philosophy is respect for all children, and all actions toward children are held to the highest standards.

REPORTING CHILD ABUSE AND NEGLECT

Children need a safe, nurturing environment to grow and learn. If children's minimum needs for good nutrition, medical care, clean and appropriate clothes, shelter, appropriate discipline, intellectual stimulation and a feeling of importance are not met, they cannot positively grow and learn.

State laws make it mandatory to file a report with State authorities if abuse or neglect is ***suspected*** (not necessarily proven). If our staff ***suspects*** that a child in a parent or guardian's care is being, or has been, abused or neglected, **it is the staff responsibility to report this to the center's Director within 24 hours of the incident.** Appropriate reports will be filed, up to and including the Department of Children and Families, as well as the local Police Department.

OUR STAFF HAS BEEN INSTRUCTED TO REPORT SUSPECTED INCIDENTS OF CHILD ABUSE. FAILURE TO DO SO MAY RESULT IN DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION OF EMPLOYMENT.

Should you have difficulty in providing for your child's emotional and physical needs, you are encouraged to ask for help. Our staff can help you in finding community resources which can offer assistance to your family.

Should you at any point during your child's enrollment, have any concerns about your child's care or safety, we encourage you to speak immediately to the center's Director or contact the following personnel at the Hartford Region YWCA.

- Director of Children and Youth Services at 525-1163, ext. 258
- Director of Human Resources at 525-1163, ext. 249
- Chief Executive Officer at 525-1163, ext. 256

AS A YWCA PROGRAM, IT IS OUR RESPONSIBILITY TO *AT ALL TIMES* ENSURE THE SAFETY OF THE CHILDREN IN OUR CARE.

OPEN DOOR POLICY

The YWCA's childcare programs offer an "open door" to you as parents at all times. We encourage you to come for a visit when your schedule permits, at anytime with no advanced notice required. Parent involvement continuously enhances childcare programs and we welcome your continued support. If you have a special talent or hobby that you would like to share, we would welcome your visit. Please speak to the staff to arrange a convenient date and time.

BEHAVIOR MANAGEMENT

PHILOSOPHY

The YWCA childcare staff approach to discipline is to help the child learn self-control within a child's environment. Discipline is viewed as a learning process. In our programs this process is carried out by:

- Providing a learning environment where there is consistency and a daily routine of activity.
- Making rules and limits clear and developmentally appropriate. The expectations of the children are stated clearly and positively.
- Using redirection to refocus a child's attention to avoid unnecessary confrontations.

A positive approach is essential in reinforcing the child's success. Appropriate discipline requires planning, setting clear limits, reasonable expectations, redirection and logical consequences. Punishments such as; humiliating, disrespecting, striking, shaming, use of bribes, false threats, withdrawal of food, or inappropriate contact of any kind will not be used towards a child by any staff member. Parents are also expected to follow this approach. In the event that this approach is not followed, appropriate action will be taken.

Appropriate behavior will be praised, reinforced, encouraged and used as a model for other children to follow.

Parents are asked to follow these same guidelines at home and ***must*** refrain from any form of physical or verbal punishment while in our program sites.

GUIDANCE AND DISCIPLINE

The Hartford Region YWCA's teaching staff shares the philosophy that guidance and discipline are opportunities to support each child's development of positive problem-solving skills and self control. We understand that young children are constantly striving for independence and an understanding of their environment. Therefore, it is our responsibility to create a safe and consistent environment that will enable a child to gain self-confidence, self-control and an understanding of his or her feelings. We believe guidance and discipline are part of a lifelong continuous growth process. Together we can foster each child's development in making appropriate choices for today and for their future.

Our guidance and discipline goals are carried out by:

TEACHERS WHO SERVE AS ROLE MODELS FOR APPROPRIATE BEHAVIOR.

Our teaching staff consistently set examples and models ways for children to express their feelings and effectively problem-solve by using effective and timely communication skills.

CREATING AN ENVIRONMENT THAT IS SAFE AND COMFORTABLE FOR ALL CHILDREN.

Our programs offer a variety of age-appropriate toys and activities which allow children the opportunity to experiment with their world and socialize with their peers.

STATING CLEAR AND CONSISTENT RULES.

Children are better able to express themselves and successfully work within their environments when they are aware of what is expected and the limits that have been set forth.

ACKNOWLEDGING AND RESPECTING EACH CHILD'S FEELINGS.

Teachers help children to better express and understand their feelings which enables them to recognize their feelings and express them in a positive manner.

USING REDIRECTION TO REFOCUS THE CHILD'S ATTENTION TOWARDS A MORE POSITIVE OUTCOME.

Redirection helps to avoid unnecessary confrontations while guiding children in making appropriate choices.

DEVELOPING CONSISTENT AND ONGOING COMMUNICATION BETWEEN TEACHING STAFF AND PARENTS.

Open lines of communication regarding each child's day will help the adults in the child's life better understand his/her stage of development. This shared knowledge will give the adults the information necessary to better meet the needs of each child.

PROCEDURES

YWCA child care programs define unacceptable behavior as:

- A child who continuously interrupts the flow and continuity of the program and requires constant one-on-one attention.
- A child inflicting physical or emotional harm on other children or staff.
- A child who is consistently unable to follow the rules and expectations of the program.
- A child/parent uses abusive language or threatens other children or staff members.
- A child continues to behave against the YWCA childcare policies explained in this packet.
- The teacher/Director feels that the program can no longer function effectively due to the unacceptable behavior of a child.

If a child engages in unacceptable behavior:

- The child will be assisted by the staff and redirected to an appropriate activity and given suggestions for positive alternatives.
- If this is not effective, the child will be removed from the activity and the child and staff will engage in a period of "THINKING TIME." This enables the staff and the child to discuss the situation and come to a reasonable solution regarding the child's behavior and help the child make a better choice next time. The child will then be redirected back to an appropriate activity.
- Parent/s will be informed by a staff member of recurring inappropriate behavior. Parent/s will be asked to help correct the situation by offering suggestions and support and involvement. Program staff will document inappropriate behavior to help staff and parents develop an insight into patterns of behaviors.
- A conference may be required of the parent/s, Teacher and Director to further discuss the child's behavior.

If the above steps have been followed and the child's inappropriate behavior continues, the child may be dismissed from the program. However, if a situation occurs that severely jeopardizes the health, safety and well being of the children and staff in the program, the Director reserves the right to dismiss a child immediately, without advance warning or notice.

The YWCA childcare programs believe that children should be encouraged to verbalize their feelings, frustrations and anger in a constructive manner and should be encourage to resolve problems and work out solutions with minimal staff interaction (unless it's dangerous to do so). Our goal is to help the child learn from his/her experience, separate the action from the child and to always treat the child with respect.

BITING

As most of you know, we are experiencing biting in the infant and toddler rooms. This happens periodically in even the best child care programs and is an unavoidable consequence of group care. When it happens it can be scary, frustrating and very stressful for children, parents and teachers. It is not something to blame on the children, parents or teachers and unfortunately there are no quick or easy solutions.

Here is what we can do to try to extinguish biting behavior:

1. Teachers model appropriate language behaviors: i.e. sharing, turn-taking, gentle touches, soft voices, etc. Teachers notice and positively comment to children when the children show positive and appropriate interactions with one another.

2. When a child is bitten, we avoid any immediate response that reinforces the biting, including negative attention. The caregiver describes the event and/or emotions of the incident to the children ("Amy, you wanted to use the truck but Samantha still had it. You got upset when Samantha didn't give it to you."). The caregiver simply yet firmly states the rule/limit ("Amy, it's not okay to bite people. Biting people hurts.") and offers the child an appropriate alternative. ("When you want a toy Samantha is using ask her for a turn. Say, 'Can I have a turn?'") The caregiver facilitates the ensuing interaction, helping the children use their words, resolve their conflict and/or move on to other activities.

3. Staff examine the context of biting incidents and look for patterns. Was there crowding, over stimulation, too few toys, too much waiting, other frustrations? Does the child who bites other children frequently get attention and positive reinforcement for appropriate behavior? Does the child who is bitten receive too much attention for being the "victim"?

4. We work with children who bite to help them develop communication skills which enable them to resolve frustrations or conflicts in a positive manner.

5. We work with the children who are bitten frequently to help them develop communication and interaction skills which may prevent them from getting bitten.

6. We may change the room arrangement, change the materials on the shelves, introduce "biting toys" (toys which are okay to bite), add more staff and/or meet with parents of "biters" and "victims" to help reduce frustrations or stresses in the parents' and children's experiences.

Some things to keep in mind:

- The name of a child who has bitten or who has been bitten is not released in order to respect the child and family's confidentiality. It serves no useful purpose and can make an already stressful situation more difficult.

- Biting is a developmentally appropriate infant/toddler phenomenon. A child who bites other people is not on a path towards being a discipline problem. This behavior is not the fault of a the home, the parents or the teachers. Learning not to bite is part of the socialization process.

- **Delayed punishment does not work.** Infants and toddlers do not connect an event of one time of the day to be a consequence of an event, activity or action of an earlier time of the day. Young children's understanding of cause and effect is very short-term oriented. Rather than correlating their parents' disapproval to the biting incident, a child may associate the disapproval with his or her current action. This can be very confusing to the child. Teachers address the biting incident when it happens and assist the children in appropriate alternatives at that time. We discourage parents from punishing or reprimanding their child later in the day/evening for a biting incident which occurred at the Center.

MEDICATION

The State of Connecticut Childcare Licensing Division recommends that medicine not be administered in Childcare Programs. The child's physician should be encouraged to prescribe medications in dosages that would avoid the need for the administration during the hours that a child is in school or a Childcare Program.

The YWCA staff prefers **not** to administer medication to children. However, if your physician feels it is absolutely necessary for your child to receive medication during the program hours, the following procedures must be taken prior to our trained staff member administering the prescription/medication.

A. ***Medicine Permission Forms must be filled out completely and signed by the child's PHYSICIAN***, and be on file at the child care site. PERMISSION FORMS ARE AVAILABLE FROM THE DIRECTOR. The permission form must include the following information:

1. The patient's name, address, date of birth.
2. The name of medication, date of medication order.
3. The exact dosage and method of administration.
4. The time medication is to be administered.
5. The possible side effects and Physician's/Dentist's plan for management side effects do occur.
6. The length of time the medication is administered.
7. Notation if medication is a controlled drug.
8. Listing of any allergies to drug or food.
9. The Physician's/Dentist's name, address, phone number and signature.

B. *Medicine must be provided to the YWCA in the* ***original*** *container.* The name of the medication, expiration date, child's name, date of birth and strength of medication must be clearly labeled on the prescription container.

C. YWCA will not administer the first dosage of any medication. The first dosage of medication should be administered by the parent in the home environment to evaluate the effectiveness and observe possible side affects. Directions for administration of medication will be clearly labeled.

D. Children may not be in possession of any medicines. Medicines must be directly handed to the Teacher or Director by the parent/guardian/school nurse.

E. The Parent's name, address, phone number and SIGNATURE approving administration of drug.

F. Medication will be stored in a locked First Aid box, cabinet or refrigerator following label directions and inaccessible to children.

G. All unused medication shall be returned to parent or flushed with at least one witness if not picked up within one week following the termination of the order.

TUITION AND ENROLLMENT PROCEDURES

The YWCA tuition schedule is based on a 52-week calendar. Selected teacher in-service training days will be considered and appropriate deductions will be made in the tuition rate. (See page 2 for listing.) Each parent will receive a tuition schedule specific to their child's program.

TUITION PAYMENTS

1. Tuition payments are due on a weekly basis for the week that care is given. Please arrange your payment schedule with your center Director.
2. All payments are to be submitted to the Director's office. Tuition payments are due the first Monday of each month.
3. Tuition payments can be made by a check, money order or cash.
4. Cash will be received **only** by the Director, and a receipt will be issued at the time of payment.

DELINQUENT PAYMENTS/LATE FEES

1. If your child's tuition balance is one week in arrears, the Director will contact the parent to remind them that their tuition payment is overdue and inform them of the ramifications of non-payment. A $15 late fee will be charged to your account by the second Monday of the month if tuition has not yet been received.
2. If payment, plus late fee, is not received by the end of the day on Monday of the second week of the month, your child will not be able to return to the next program on that Tuesday.
3. When the tuition balance has been paid in full, your child may return to his/her program, providing space is available.

CREDITS AND REFUNDS

There are no tuition deductions, credits or refunds given for absences due to any reason. Tuition payment is due regardless of your child's actual daily attendance. However, once your child is registered for a specific program, there is no minimum attendance required.

There are no credits given for absences due to illness or when a parent keeps their child out of the program for any reason. (This includes family vacations and longer term childhood illnesses such as chickenpox.) Only with an illness of a week or more that requires hospitalization, credit will be given for a maximum of two weeks. A doctor's note must accompany your written request for credit.

RETURNED CHECK POLICY

Returned checks to the YWCA for Non-Sufficient-Funds, require a replacement check with an additional charge of $25, and must be resubmitted within two business days after the parent has been contacted. If the replacement check has not been received within the two-day period, the delinquent payment policy will implemented. If a tuition check is returned to the YWCA two times within a 12-month period, the parent will be required to pay tuition by cash, money order or credit card.

FINANCIAL ASSISTANCE

SIBLING/SECOND CHILD DISCOUNT

When two children from the same family are enrolled in the YWCA's childcare programs, a 5% discount is given to the entire tuition due. If three or more children from the same family are enrolled in the YWCA's childcare programs, a 10% discount is given to the entire tuition due. These arrangements can only be made with your center's Director. (Applicable to those families not receiving sliding scale or state assistance.)

YWCA FINANCIAL ASSISTANCE

The YWCA offers financial assistance to enrolled families based on household income and number of dependent children upon availability. Sliding scale applications are available at the Childcare Center. Once applications are completed with required income documentation, this application is processed by your Director and sent to the YWCA Chief Financial Officer for final determination for eligibility. Parents will receive in writing the determined amount no later than three weeks from the date the application was received. A limited number of requests will be granted each year.

FINANCIAL ASSISTANCE

Eligible families receiving State of Connecticut financial assistance are responsible for paying the difference between the State assistance and our tuition payment, according to the above Tuition Policy. This is also called "parent share." If you are uncertain about the exact amount, please contact your Director. Non payment of the remaining weekly tuition balance will result in enforcement of the Delinquent Payment Policy and your child may not be allowed to attend our program due to lack of payment.

The YWCA will not apply any further discounts to sliding scale or State assistance.

STATE OF CONNECTICUT FINANCIAL ASSISTANCE

The State of Connecticut has financial aid available for eligible families. Please call the Department of Human Resources at 566-3737 to receive additional information on the application process and terms of eligibility.

LATE PICK-UP POLICY

If you are unable to pick your child up by the scheduled closing time of the program, you are required to notify the program for reassurance purposes for both child and staff. Closing and pick-up times will be strictly enforced as to respect the staff and their personal time.

Parents arriving after the stated closing time based on the program site clock will be considered late.

The late pick-up fee is:

$10 per child for the first 15 minutes or part thereof.
$20 per child for the next 15 minutes or part thereof.

Sibling/Second child discounts, sliding scale and state financial assistance do not apply to the late pick-up policy.

LATE PICK-UP PROCEDURES

If a parent does not contact the program 15 minutes after closing time, the Teacher will begin to make attempts to locate the parent/s at home and work. If parents are unable to be reached, the Teacher will contact the emergency numbers listed on the child's application.

If no contact has been made with the parent/s or emergency people listed 30 minutes after the scheduled closing time of the program, the Teacher will contact the Director. The Director will then call the local police non-emergency number and ask for assistance in locating the parents.

If still no contact has been made with the parent/s, the Director will notify the Department of Children and Families Careline at 1-800-842-2288. A representative from the State will come to the program site and remove the child and place him/her in protective custody until the parent/s can be notified.

MULTIPLE LATE PICK-UPS

If a parent is late three times within a 12-month period, the Director will initiate a discussion with the parent regarding the stated policies. A verbal warning may be issued at this time. If a parent exceeds the three times per 12-month late pick-up limit, the Director reserves the right to discontinue the parent/s use of the YWCA's childcare services due to chronic lateness.

SCHEDULE CHANGES

WITHDRAWAL FROM PROGRAM

If you find the need to withdraw your child from his/her program, the following steps must be taken:

1. Parent/s need to contact the Director at least two-weeks in advance in the form of a letter which is signed and dated, stating the need to withdraw their child from the program.
2. Once the request has been received by the Director, he/she will process the information and respond to your request verbally or in writing no later than one week from the date received.
3. At the time of the withdraw, providing the proper two-week notice has been given, parent/s will be refunded the unused portion of their child's tuition.
4. If the Director does **not** receive the proper two-week notice of your child's withdrawal, any unused portion of your child's tuition will be forfeited.

Should you need to withdraw your child due to financial reasons and you currently have an outstanding balance, the Director will work with you to set up a manageable payment plan.

RE-ENROLLMENT

Any request to re-enroll your child must be made in writing, signed and dated, to your Director.

Should you withdraw your child from the program for any reason, re-enrollment will not be accepted until four weeks **after** the date of initial withdrawal. Re-enrollment will be accepted after the four-week period providing, the space is available.

If you would like to re-enroll your child sooner than the 4-week period, you must pay the tuition for your child's care as if your child had never withdrawn. That tuition amount ***in full*** will be due at the time of re-enrollment and paid before the child may attend the program. These specific arrangements can only be made with your Director's approval.

Your child may not be re-enrolled into his/her program until all outstanding balances have been paid in full.

* * *

Thank you for taking the time to read this Parent Handbook. Please sign the form on the following page which signifies you have received and read our handbook. If you have any questions or comments about the handbook contents, please share these with the Director. We look forward to a happy, healthy and positive childcare experience with you and your child.

STATEMENT OF PARENT HANDBOOK RECEIVED

I have received and read the YWCA Childcare Policy and Procedures Handbook.

Parent's Signature ____________________ Date ____________

Child's Name ____________________ Program Site ____________

FINANCIAL RESPONSIBILITY FOR PAYMENT:

Please indicate below who is responsible for payment of childcare services provided by the Hartford Region YWCA.

Name of responsible party: ______________________________

Your signature: ______________________ Date: ____________

Please note that if you are accepted into a State-funded program, the parent may be required to submit certain additional forms to the Director.

YWCA
Hartford Region

ELIMINATE RACISM AND
EMPOWER WOMEN

YOU AND THE NURSERY SCHOOL: COMMUNICATION

Communication between the family and the nursery school is the best way to ensure a positive experience for all children. As parents, you continue to be your child's first teachers. The nursery school staff will be more effective in their interactions with your child if you will share your insights into behaviors, learning styles, motivations, and other facets of your child's individuality.

In turn, the staff will share their knowledge of child development, developmentally appropriate practice, and related topics. They can offer information about how your child interacts with peers, adults, and materials in a group setting.

It will be most helpful to all of us if we share information openly. Please let us know if you are planning to be away or if family life has been disrupted by the birth of a baby, a serious illness, the death of a close relative or a family pet, a separation or divorce, etc. Any of these experiences can have an effect upon a child's perceptions and behaviors. With knowledge, we can offer the support and understanding your child may need during the hours he or she is separated from you. Be assured that confidentiality will be maintained.

As you bring the children into the classrooms each day, there will be some time to share brief comments with the teachers. If you have questions or concerns which cannot be discussed in these few moments, please make arrangements to speak with either the director or the teachers.

In addition to the daily contact, there are two parent-teacher conferences scheduled for the year; one in November/December and the second in April/May. These conferences provide a framework for discussing the very rapid social, emotional, physical and cognitive developments which will be occurring. Please feel free to request an additional conference whenever you feel it is necessary.

Effective communication between home and school is especially challenging when someone other than the parent delivers and/or picks up. We will make a valiant effort to see that information regarding schedules and procedures is shared with your caregiver as well as with you. If you would like to receive an additional copy of this handbook or other communiques on a regular basis, please let us know.

Program information is shared in a number of ways; newsletters, notices, monthly calendars, bulletin boards, and occasional telephone calls. Be sure to read through these messages carefully.

The Preschool Director is always available for consultation and would be pleased to meet with you.

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Intake Interviews

Note: Helpful insights about each child can be exchanged during an intake interview. This sample form is for families with infants. Similar questions about preferences, interests, personality, eating and sleeping routines, play, and other information can be used to guide conversations with families of children at all ages.

These interviews can be completed by family members on paper or filled out while talking informally with the family. Interviews could be conducted in a comfortable, quiet area at the program facility, in the family's home, or by telephone.

Intake Questionnaire for Toddler Child Care
Adapted from YWCA of Lancaster, Pennsylvania

Child's name ______________________ Birthday ______________

Child's nickname(s) ____________________ Date ______________

Food Information

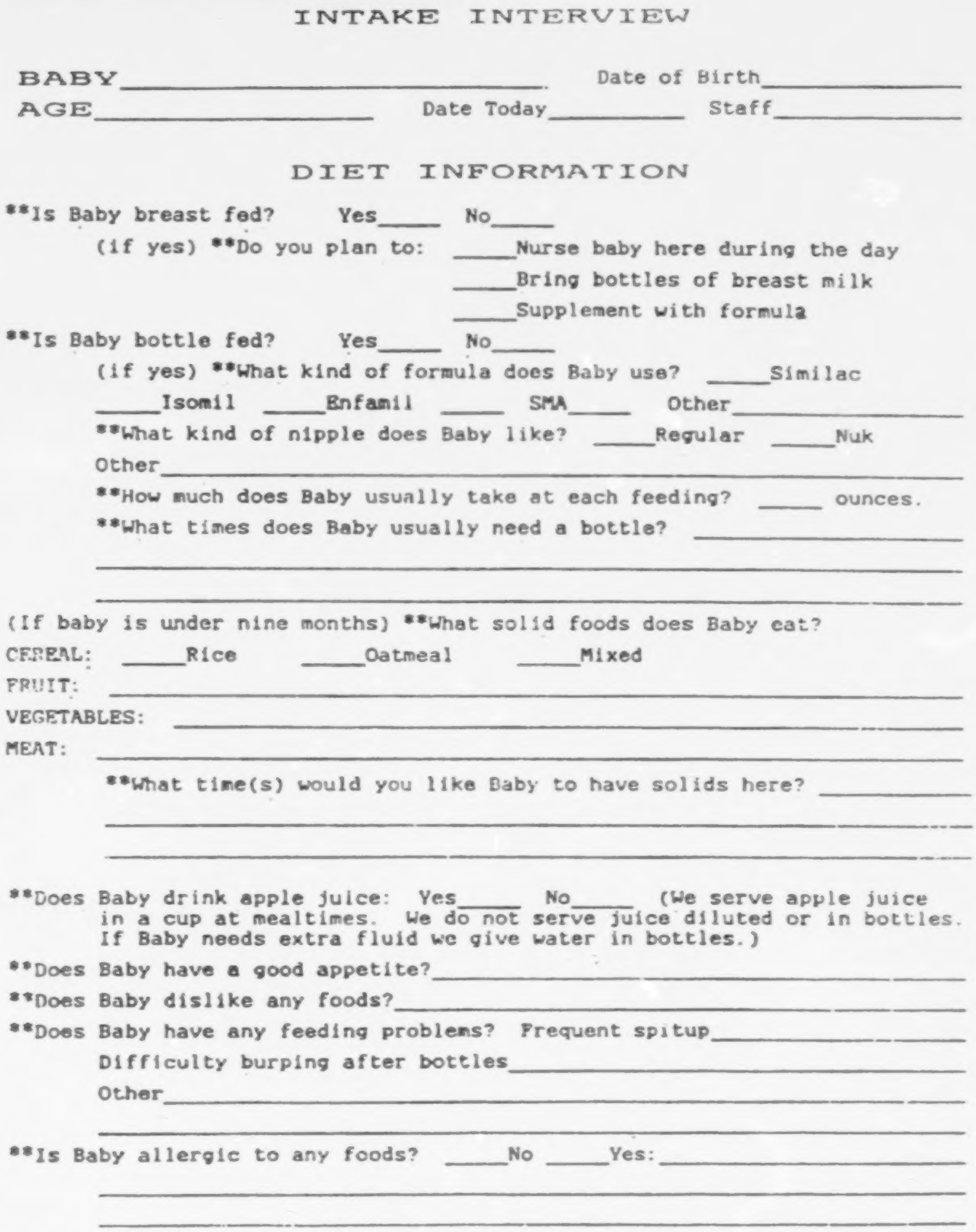
1. Child drinks ______________________________(milk, juice)
2. Child eats _____ finger food _____ junior food _____ table food
3. Child _____ feeds self _____ waits to be fed
4. Child drinks from a cup _____ with help _____ alone
5. Child uses these utensils ______________________________
6. Child especially likes these foods ______________________________
____
7. Child is allergic to these foods ______________________________
8. Is there any food you would prefer that your child not eat? ______________

Nap Routine

1. Typical nap times and lengths ______________________________
2. Child sleeps with special _____ toy _____ blanket _____ pacifier
3. Routine ______________________________________
4. When fussy, child responds best to ______________________________

Any special information that we should know to help your child feel more secure at the center: ______________________________________

The YWCA of Minneapolis, Minnesota, uses the questions shown in Figure 4.22 during intake interviews.



INTAKE INTERVIEW

BABY________________________________ Date of Birth________________

AGE______________________ Date Today___________ Staff________________

DIET INFORMATION

**Is Baby breast fed? Yes_____ No_____

(if yes) **Do you plan to: _____Nurse baby here during the day

_____Bring bottles of breast milk

_____Supplement with formula

**Is Baby bottle fed? Yes_____ No_____

(if yes) **What kind of formula does Baby use? _____Similac

_____Isomil _____Enfamil _____ SMA_____ Other__________________

**What kind of nipple does Baby like? _____Regular _____Nuk

Other____

**How much does Baby usually take at each feeding? _____ ounces.

**What times does Baby usually need a bottle? ____________________

____

____

(If baby is under nine months) **What solid foods does Baby eat?

CEREAL: _____Rice _____Oatmeal _____Mixed

FRUIT: ____

VEGETABLES: ____

MEAT: ____

**What time(s) would you like Baby to have solids here? ____________

____

____

**Does Baby drink apple juice: Yes_____ No_____ (We serve apple juice in a cup at mealtimes. We do not serve juice diluted or in bottles. If Baby needs extra fluid we give water in bottles.)

**Does Baby have a good appetite?_________________________________

**Does Baby dislike any foods?___________________________________

**Does Baby have any feeding problems? Frequent spitup______________

Difficulty burping after bottles___________________________________

Other____

____

**Is Baby allergic to any foods? _____No _____Yes:____________________

____

____

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Daily Health Checks and Reports

Note: When children arrive each morning, caregivers do a quick health check. When children are familiar, experienced caregivers usually can recognize when they're not feeling at their best. State regulations may determine how thorough the check is. Do the checks with a natural approach. Few programs are prepared to adequately care for children who are ill, and this check helps protect everyone – children, families, and staff – from the spread of contagious disease.

Put yourself in the family's place when preparing the daily report form. Ask questions such as: What would I need to know about my child's day? What good news can caregivers share about my child's experiences? Are there any problems we need to discuss? Do I need to bring any supplies? Use a form that is sure to be read. Note that the Infant Daily Information form includes both check-in information and the daily record on one sheet.

If a sensitive issue is raised during the day—behavior difficulties, biting, an injury—make sure a caregiver talks with the family at pick-up time, rather than delivering the news coldly in writing.

Adapted Health Check on Daily Entry YWCA of Bergen County, New Jersey

Each morning, staff will check each child for signs of illness. A child will be sent home if s/he has a fever of 101 degrees or more, is vomiting, has diarrhea, or is coughing relentlessly.

Health Check on Daily Entry YWCA of El Paso del Norte Region, Texas

Staff conduct a health check each morning to ensure that a child is well enough to be in our care. We look for signs such as: a flushed face indicating fever, watery or irritated eyes, abrasions on the skin or scalp, vomiting, stomach pain, severe cough, or other symptoms that might indicate your child might be sick, have a contagious disease, or need special care. We will not be able to accept your child in care that day if we believe that he or she is physically ill.

Health Policy (taken from Parent's Handbook) YWCA of Waukesha, Wisconsin

III. Health Policy

A. Ill Children

1. The YWCA Child Care Center is not able to care for children who are ill. Parents may not leave or must pick up a child if s/he has:
   a. fever
   b. mattery, red, inflamed eyes
   c. vomiting
   d. diarrhea
   e. been prescribed an antibiotic and has been taking it for less than 24 hours.
2. Parents must notify the Center of any contagious illness.
3. Ill children will be temporarily isolated.
4. An authorized person will be notified to pick up the child.

B. Medication

1. A signed and date medication form must be completed for prescription or non-prescription medication before the medication can be dispensed.

2. All medication should be given to a staff member.
3. Prescription medication must be in the original container or a copy of the prescription must be submitted and kept on file.

An important method of communicating to parents is through daily reports. Several daily reports are illustrated on pages 138 to 143. The YWCA of Minneapolis, Minnesota's (Figure 4.23) uses a form for parents to complete prior to bringing their infant to the Child Care Center. The YWCAs of Greater Harrisburg, Pennsylvania; Elgin, Illinois; and Lancaster, Pennsylvania (Figures 4.24 through 4.26) have forms which are given to families when they pick up their children at the end of the day.

In Figure 4.27, the YWCA of Greater Harrisburg, Pennsylvania, uses a form to remind parents of things needing replenishment.

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Figure 4.23

INFANT DAILY INFORMATION

Date________ Baby__________________ Your Name________________ __Mom __Dad __Other____

Please Fill Out Completely:

BABY SLEPT

Soundly All Night_____
Fair_____
Not Well_____

BABY WOKE THIS MORNING AT: _________

B M Before Arrival?_________
Describe if Unusual_________
____

BABY ATE

Nothing Before Coming_________
Complete Breakfast________
Nursed________
Bottle: AT WHAT TIME?
_____oz. water __________
_____oz. juice __________
_____oz. formula _________
_____oz. milk ___________
Other_________________________
____

What kind of mood is Baby in?___________________________________

Any new injuries? bruise-cut-burn-other: describe_____________________
____

DIAPER RASH? No__ Yes__, please use___________(furnished by parent)

SPECIAL INSTRUCTIONS FOR TODAY______________________________________
____
____

DIET CHANGE____

MEDICATION TODAY? No__ Yes__Has permission form been signed?_________

SPECIAL REQUESTS, COMMENTS____
____
____
____

INFANT DAILY RECORD

	Nap	BM	Rash	Liquids	Solids
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					

NOTES____

FOLLOW-UP OF PARENT REQUESTS____________________________

ACCIDENTS____

MEDICATION given as ordered at _____by____; at_____by____; at_____by___

MOOD: Happy___ Active___ Content___ Fussy___ Very Fussy___

APPETITE: Very Hungry___ Normal___ Poor___ Very Thirsty_____

ACTIVITIES TODAY: ____________________________________

BABY____________________________**STAFF**____________________

BEST COPY AVAILABLE

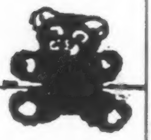
My Daily Doings

PHYSICAL

Feedings (Foods & Amt)

Sleep (Times)

Diaper Doings



Medication

NAME: ____________________

DATE: ____________________

I learned how to:

I played with:

My favorite:

I was:

YWCA/St. Joe's Day Care

Kid's Notes

My day in brief............

Name ______________________________

Date ______________________________

Today,

My teacher wants you to know ______________________________

____

____

____

I had a .....GREAT Just OK Could I be getting sick day.

Today I played with ______________________________.

At naptime, I slept from __________ *to* __________.

I ate...... Very well OK Not too much

Today my substitute teacher's name was __________________.

Please bring me..... a jacket a blanket spare clothes

Important!

From my teachers - Annie, Josie, Kim and Kathy!

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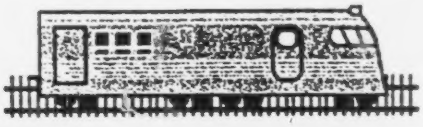
Figure 4.26

Tweens Happy Gram

for : *date:*

One of the special things I did today was:

slept from *to*



DATE: /

SLEPT FROM:

_____ TO _____

ART

Circle: BOOKS, SONGS, DATE, weather, special activities

SNACK

TODAY WE:

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Your Child Needs...

___ Diapers ___ Wipes
___ Pull-Ups ___ Underpants
___ Change of Clothes ___ Other
_ _ _ _ _ _ _ _ _ _ _ _

Your Child Needs...

___ Diapers ___ Wipes
___ Pull-Ups ___ Underpants
___ Change of Clothes ___ Other
_ _ _ _ _ _ _ _ _ _ _ _

Your Child Needs...

___ Diapers ___ Wipes
___ Pull-Ups ___ Underpants
___ Change of Clothes ___ Other
_ _ _ _ _ _ _ _ _ _ _ _

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Conferences

Note: Conferences are a time to share information, to convey good news about a child's development, and to discuss and try to resolve any family or staff concerns. At least once a year (more often for infants), check in with families during a scheduled appointment. Make sure families are aware that they can schedule time to discuss children's progress or any issues with you at any time as well.

For successful conferences, schedule them at convenient times and places where transportation can be arranged. A cozy room with comfortable chairs invites conversation; try to avoid sitting behind a desk or at a child-size table. Be sure to focus on children's positive attributes and accomplishments. Have samples of the child's activities, such as art projects, photographs of the child playing with other children, or videos of a typical day.

The YWCA of Hudson County, New Jersey, has a form used to schedule parent conferences (see Figure 4.28).

Letters and Newsletters

Note: Written communications with families are a great way to remind families about important information (events such as field trips, upcoming meetings) and to provide helpful childrearing tips (healthy snacks, guidance). Keep written items short and to the point with a positive tone.

Share good news! The YWCA-Valley Hospital Child Care Center in Ridgewood, New Jersey, earned accreditation through the National Academy of Early Childhood Programs. Each parent was advised of this achievement with a "Congratulations, Parents!" brochure describing the accreditation process and criteria.

An example of a parent newsletter by the YWCA of Janesville, Wisconsin, is found in Figure 4.29 on page 146.

Group Activities

Note: Families often enjoy relaxed times when they can get to know each other and their children's caregivers. Find out how your YWCA child care program might encourage family gatherings: perhaps a picnic, an open house, a discussion group on parenting issues, or a family trip to an aquarium.

In addition, many programs offer formal opportunities for families to be involved through advisory councils or committees.

PARENT/TEACHER CONFERENCE NOTES

Dear Parent,

________________________will be having Parent/Teacher Conferences on
name of school
____________________. I would like to see you on___________________
dates day/date
at_________________concerning_________________________. Please indicate
time student's name
at the bottom whether this date and time is convenient for you. Also, list any special comments or concerns you would like to discuss and return by___________________________.
date

Thank you,

____
teacher

(return this section)

☐ Yes, I can attend the scheduled conference.

☐ No, I cannot attend the conference at the indicated date and time.. Please call me at_________________to reschedule.
telephone number

Parent Signature:_________________________

Student Name:_____________________________

Date and Time:____________________________

---------------------COMMENTS OR CONCERNS------------------------------

____

____

____

____

BASIC PARENT NEWSLETTER

For Parents and Friends of the YWCA BASIC Program

YWCA United Way of North Rock County

WORTHY WAGE DAY

Improved working conditions of those involved in caring for kids is vital to stop the high turnover rate of staff and to promote high quality child care. Worthy Wage Day for child care providers is April 27th. The YWCA BASIC Program is promoting Worthy Wage Day by asking BASIC Parents to wear a worthy wage button during the Week of the Young Child (April 23rd - 27th).

Parents, you can also help by:

1. Thinking about the comparative value of high quality child care in contrast to other monthly expenses such as, cars, housing, food and entertainment.
2. Not referring to child care as baby-sitting and to teachers as baby-sitters. Caregivers are the people to whom you have entrusted your child while you are at work or school. Their title deserves to reflect the value of the work they do.
3. Urge employers to support child care programs and provide child care benefits.

Help support worthy wages. Wear a worthy wage button. Your child care provider makes a difference every day in your child's life.

HALF DAY

The [illegible] for the school year will be [illegible] l BASIC sites will go roller [illegible] Skatin' Place. The cost is $11.0[illegible] ch includes care for your child f[illegible] :20-6:00 p.m., skate rental, [illegible] mission fee, and bus transportat[illegible] hildren will also receive a hot d[illegible] at Skatin' Place. A fluo[illegible] must be filled out. Chil[illegible] last day [illegible] ent is [illegible] re!

KINDERGARTEN ORIENTATION

Kindergarten screening/orientation will be held for all children entering Kindergarten in the Janesville Public Schools in the Fall, the week of April 3rd - 7th. Below is a list of dates and when each of the Janesville schools will hold their screening/orientation. This also means if you have a child currently in Kindergarten, they will be off from school that day. The Kindergarten BASIC Program will provide care for your child the entire day. If you need your child to attend all day, please indicate this on your child's red Kindergarten schedule.

Monday, April 3rd	Adams, Jefferson, & Van Buren
Tuesday, April 4th	Washington
Wednesday, April 5th	Jackson & Madison
Thursday, April 6th	Roosevelt & Wilson
Friday, April 7th	Lincoln & Monroe

Reminder

PRE-REGISTRATION...

FOR THE BASIC PROGRAM FOR THE 1995-1996 SCHOOL YEAR

Pre-registration for families who used the BASIC Program during the 1994-1995 school year will be held April 3rd through May 15th. Attached, you will find a pre-registration form. Registration is $10.00 per family. A registration payment form must accompany your payment. Parents can register either at the YWCA or at any BASIC site. The $10.00 registration fee will hold your child's place for the 1995-1996 school year. You have until May 15th, 1995 to pre-register. After the 15th, any parent new to the program may register and take your spot.

ALL JANESVILLE NON-SCHOOL DAYS FOR SPRING BREAK ARE FULL!!!

SUMMER DAY CAMP REGISTRATION

Parents, it is not too early to begin thinking about what your plans are for your child this Summer. Summer Day Camp registrations are now being accepted. To register, pick up a Summer Day Camp brochure either at the YWCA or at one of the BASIC sites. Complete the registration form on the inside of the brochure and turn it into the YWCA or at a BASIC site along with your $15.00 registration fee prior to May 19th. Summer Day Camp will run from June 12, 1995 until August 25, 1995. The registration fee is $15.00 prior to May 19th, and $20.00 after May 19th. Space is limited, so sign up early!!

Dear Parents:

A great big thank you goes out to all parents, staff and children on their commendable efforts on our fund-raiser. All money for items sold for the fund-raiser is due April 5th. We appreciate your support and commitment in helping the sites raise money for the program to obtain new supplies, materials and equipment.

Summer Camp Registrations are now being accepted. If you need child care for your child, look into our program. It will be filled with arts & crafts, science projects, field trips, games, swimming, outdoor activities and lots more. We hope to see you there!

April 27th is Take Your Daughter to Work Day. This is a great opportunity to allow your daughter to job shadow and experience what jobs and careers are available. Help show your support for worthy child care wages by wearing a Worthy Wage Button the Week of April 23rd-27th.

Have a Great Spring Break!

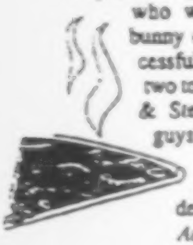
Lisa Peternel
Director of School Age Licensed Programs

News From The Schools

Harrison

I would like to thank everyone who participated in the fund-raiser. Ross O. was our top seller with almost $300.00. A special congratulations to Cassie M. who was the winner of our bunny drawing. We had a successful half-day bowling. Our two top bowlers were David R. & Steve K. Congratulations guys! We will be having a pizza party before Spring Break; watch for details at the site.

Adrianne, Michelle & Ean



Jefferson

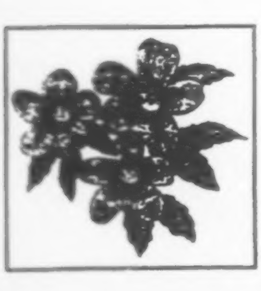
Hi! Well Spring is off to a great start and we will be doing some really fun projects. We'll be looking at how ancient Egyptians lived, how it was in Medieval times and we're going to make a Maypole. When you come in, look around for our creative art work. Have a great month!

Donna & Jodi

Lincoln

Greetings to all Lincoln Parents!! Spring is here, finally. It's great to see the trees budding, grass turning green, and the sun is shining. Of course, along with Spring comes rain and ... MUD. You're probably aware that our room is carpeted which means we will be taking our shoes off when coming into the room. If you would like your child to keep their shoes on inside, please send an extra pair of shoes or slippers to wear inside. Hope you enjoy the Springtime and warmth.

Michele & Kelly



Madison

Spring has sprung! You can expect your child to be outside as much as possible. It has been a long Winter! Trisha & I would like to welcome Susan H., as our new P.M. assistant. It will sure be nice to have an extra pair of hands again. We have a lot of Easter & Spring projects planned. We wanted to thank everyone who participated in our Spring fund-raiser. The money we earned will go toward purchasing resource materials, supplies, games, equipment, and a big item for all schools to share. The winner of the fund-raiser bunny was Sean K. Congratulations! Keep us in mind, when Spring cleaning. We can always use materials for future projects. Feel free to drop off items at either the Madison site or the YWCA. Just a reminder, April 10th-17th is Spring Break. The children and staff can use this well earned break. Enjoy the vacation. We will see you with a renewed energy that should take us to the end of the school year!

Shannon, Trisha & Susan

Monroe

Now that the weather is warmer, we will be going outside. Because of the construction going on, we will be outside by the parking lot. All children will go outside unless a note is sent. Just a reminder that if your child is not going to be at BASIC, please call and let us know. If you are switching days we need to know at least one day in advance. Also, payments and schedules are due on Thursday for the following week. If you don't pay on time, a $3.00 per working day late fee will be charged to you. Spring is on the way. Happy Birthday to all of our April Birthdays.

Stephanie, Linda, Robert & Loren

Roosevelt

Well hopefully Spring is here! We have been taking advantage of the nice weather and spending a lot of time outside. Towards the end of February we spent time doing things about pets. The highlight of the week was when a visitor came from the Humane Society to talk about pet safety. She brought a special treat for us to see; a puppy. Then we did a unit on codes and languages. We discovered that a lot of us know how to say some words & phrases in other languages. We learned some sign language and how to write in some secret codes. We started off March doing activities on opposites. We really enjoyed doing a sink or float experiment (see our board for results) and having "Hot Fudge" and "Cold" ice cream. During our week for St. Patrick's we really enjoyed eating green jigglers that Ellen helped us make. Everyone had a great time swimming on the half day and did a super job following rules and listening. Think Spring!

Dawn & Ellen

Van Buren

Congratulations to all who sold in the fund-raiser; you all did a great job. Congratulations to Cory for being the top seller. We have enjoyed the nice spring weather; lets hope it will stay around. We will be doing a lot of Easter and Spring projects in the next couple of weeks. Good luck to Robin & Trisha at the State FHA/HERO Competition April 2nd - 4th. Happy Birthday to Katie, Emily, & Monica. Have a nice Spring Break.

Leona & Robin

DON'T FORGET: April 23-27

BASIC
WORTH
arm

BEST COPY AVAILABLE

The YWCA of El Paso del Norte Region, Texas, has a clearly defined explanation of their Parent Advisory Council's composition and role within the YWCA. (Figure 4.30)

YWCA

PARENT ADVISORY COUNCIL

PURPOSE

To provide parental input and involvement in YWCA child care programs.

COMPOSITION OF COMMITTEE

All parents of children enrolled are members of the advisory council and are encouraged to attend all meetings. Parents are recruited from each age group to ensure that each age group is represented at every meeting. A chairperson is elected from the group annually.

CHAIRPERSON'S RESPONSIBILITIES

1. Establishes the agenda and chairs the meetings.
2. Sees that minutes are taken at all meetings and given to the child care director for files.
3. Sees that each member has a copy of the parent advisory council description, a list of all council members (names, addresses and phone numbers), and all materials necessary to perform her/his function on the committee.

MEETINGS

No fewer that two business meetings per year. Meetings will be posted at least one week in advance. Parents may place items of common interest on the agenda by notifying the child care director at least two days in advance.

COMMITTEE DUTIES

1. Review program goals for the center.
2. Communicate with other parents at the center.
3. Work with staff as a team member to develop programs to benefit the children.
4. Assist in organizing activities for parents.
5. Assist in organizing the annual children's holiday program and other special events.

PROCESS NECESSARY FOR ACTION

Requests from the committee go to the child care director and child care associate administrator (and to child care administrator, as necessary).

REPORTS

Minutes of all meetings are to be taken and copies posted at the center. An annual report will be prepared for the child care director and the chairperson's successor.

Visits and Participation

Family Visitation Policy
YWCA of Bay County, Michigan

The YWCA Child Care Center has an Open Visitation Policy for parents. This means that parents/legal guardians of children enrolled and attending our center may see their child(children) at any time and need not announce their visits in advance. Should you wish to observe your child in a particular activity or circumstance, our staff will be pleased to assist you in scheduling a visit.

Parent Involvement
YWCA of White Plains and Westchester County, New York

We believe that high-quality child care programs need a partnership between parents and teachers. Frequent, informal communication with the staff is encouraged on a daily basis. Parents may call/visit at any time during the day.

Parent conferences are scheduled two times each year; however, parents or teachers may request conferences at any time.

Participation in the Parents Committee is encouraged.

Parents are welcomed to initiate and participate in special Center events and projects. We welcome parents to share time and talents with their child's group by participating in a cooking project, storytelling, playing a musical instrument, or sharing a special talent.

Workshops for parents on a variety of topics related to child rearing will be available on a regular basis.

You and the Nursery School: Parent Involvement
YWCA of White Plains and Westchester County, New York

As a nonprofit agency dedicated to serving members of the Central Westchester community, the YWCA relies on volunteers to help keep the quality of programs high and the cost of programs as low as possible. You can become involved in the nursery school in a number of ways. Some of the possibilities for your involvement include:

- serving as a representative to the parent advisory committee
- driving children on field trips
- occasionally substituting for our staff
- helping to make, repair, and paint equipment
- assisting with the organization and management of our two annual fundraisers
- serving as a class parent
- helping on swim days with dressing and undressing
- sharing your hobbies or occupations with the children
- sharing celebrations with the children
- sharing experiences from a variety of cultures

Another way of becoming involved with the nursery school community is by joining the *Parents Advisory Committee*. This group meets four to six times per year to discuss a variety of nursery school and child development issues in a social setting. The committee consults with the program director to recommend changes in some procedures and to implement new program units. This committee also organizes and manages at least two annual fundraisers which benefit our nursery school programming efforts, often in the form of financial assistance (scholarships) and new equipment purchases.

The YWCA also offers opportunities for volunteerism and has a long history of developing leadership among women.

However you choose to be involved, we value your participation! It's fun to join in; both for the parent or other family member and for the children.

Program Evaluation

Evaluation of child care programs makes it possible to identify and celebrate your strengths, and to improve upon areas of weakness. Results of evaluations can be affirming of the important work you do—and inspire you to do even better!

Child care programs may be evaluated by various people:

- YWCA Executive Director
- program administrators
- child care teachers and caregivers
- families
- children
- YWCA boards
- licensing departments
- accreditation bodies
- researchers, consultants, and other experts

Each of these groups might well have different purposes for evaluation, and therefore would choose specific ways to collect information.

Ways to collect information for program evaluations

self-study approaches

open-ended questions

videotapes, narratives, or other observations

personal interviews

rating scales, checklists

group discussions such as focus groups

Tailor your evaluation to the people who will be completing it, the questions you most need responses about, and the amount of time you have to record and analyze the responses. These samples of family and child evaluations from YWCA programs provide some fabulous ideas. Ideas for program self-evaluations conducted by child care personnel are found in Chapter 6.

Sample Child Care Evaluations

You and the Nursery School: Parent Involvement
YWCA of White Plains and Westchester County, New York

The nursery school staff is dedicated to providing a program where excellence is the norm. Toward this goal, we are constantly examining our interactions with children and with families, our curriculum design and implementation, the safety and attractiveness of our facility, our health practices, etc. We do this continually through informal discussions, through staff meetings, and through individual and collective critical analysis of all program components. The accreditation process we must go through every three years to maintain recognition as a high-quality program by the National Academy of Early Childhood Programs is one systematic approach.

We also rely on yearly parent evaluations of all program components to help us determine directions for improvement and to highlight the areas where we shine. Please don't wait for the formal evaluation. Your comments are always welcome.

Additional sample evaluation forms from the YWCAs of Hartford Region, Connecticut; Waukesha, Wisconsin; and San Diego, California, on pages 152 to 161 are illustrated in Figures 4.31 through 4.33.

HARTFORD REGION YWCA
PARENT SURVEY

YWCA
Hartford Region
ELIMINATE RACISM AND
EMPOWER WOMEN

1) My child/ren and I feel warmly welcomed at the center*

___daily
___2-3 times/week
___less often

2) Staff members talk to me about different aspects of my child/ren's day, including such things as discipline, eating, interactions with other children, and daily activities

___often
___not often enough
___never

3) I am notified in advance about changes in the program that will affect my child/ren or me

___always
___sometimes
___never

4) The staff's interaction with my child/ren is

___excellent
___good
___fair

5) I feel comfortable talking to staff about my child/ren

___always
___sometimes
___never

6) I am notified in advance about special programs, field trips, parties, etc.

___always
___sometimes
___never

7) I am encouraged to participate in special programs, field trips, parties, etc

___always
___sometimes
___never

8) I am offered a conference about my child/ren with a staff member

___once/year
___less often
___more often
___never

9) Staff members talk to me about different aspects of childrearing, such as discipline, feeding, and other important issues

___often
___not often enough
___never

10) If there has ever been a problem involving my child/ren, the staff have notified me

___immediately
___days later
___never
___not applicable

11) Discipline procedures at the center seem

___effective
___positive
___inconsistent
___unfair

12) If I have a concern, the staff

___listens attentively and helps
___listens but does nothing
___doesn't listen

13) The tuition payment system is

___convenient
___well organized
___inconvenient
___confusing

14) My child/ren's teachers seem to have a good attitude

___all of the time
___most of the time
___only some of the time

15) I received a Parent Handbook with information about my child/ren's program

___yes ___no

16) The Parent Handbook has answered my questions about programs, policies, procedures

___extremely well
___fairly well
___not well enough

17) Overall, I am satisfied with the care and education my child/ren get(s) in this program

___yes ___no

18) I wish my child/ren's teacher would____________________________________

____

19) One change I wish they would make in this program is________________________

____

20) One idea I have that would improve this program is_________________________

____

21) The thing I like best about this program is_______________________________

____

22) Would you like the YWCA to provide you with information about parenting?

___yes ___no

23) If yes, in which of the following areas would you like more information:

___communicating with children
___home safety
___nutrition and eating
___children and divorce
___balancing work and family
___behavior problems
___discipline
___child development
___sibling rivalry
___children's health
___family meetings
___children with special needs
___other (please specify)____

____

24) What would be the best way for you to get this information? (Check all that apply)

___monthly newsletter
___lending library of books and tapes
___meetings with other parents
___weekly classes for 8-10 weeks
___a bulletin board with posted information
___monthly meetings featuring guest speakers from the community

25) If you checked meetings or classes, what days and times are best for you:

____weekdays
____weekday evenings
____Saturdays

26) Would you need us to provide childcare during these meetings/classes?

____yes ____no

27) Would you like information about cultural and educational resources in the community for parents and children (for example, museums, libraries, upcoming events, etc,)?

____yes ____no

28) Other suggestions:____
____
____

****

PARENT ADVISORY COMMTTEE

As part of our "Excellence in Childcare" initiative, the YWCA is creating a Parent Advisory Committee (PAC), made up of parents from our childcare, nursery, Kinderfun and Neighborcare programs. The PAC will meet six times/year to discuss issues, concerns, successes and needs of all of these programs. The PAC will make recommendations to the Director of Children and Youth, who has the authority to make policy and procedural changes.

If you are interested in serving on the PAC, or would like more information, please provide the following information:

NAME____

HOME ADDRESS____
____

EMPLOYER____

OCCUPATION____

DAY PHONE__________ EVENING PHONE__________ FAX____________

PROGRAM YOUR CHILD/REN ATTEND(S)_____________________________

LENGTH OF TIME WITH THE PROGRAM_____________________________

YWCA
Hartford Region
ELIMINATE RACISM AND
EMPOWER WOMEN

HARTFORD REGION YWCA
CHILDREN'S EVALUATION

1) The best thing about Neighborcare/Kinderfun is________________________________

____

2) The thing I like least about Neighborcare/Kinderfun is__________________________

____

3) The most fun thing I ever did at Neighborcare/Kinderfun was______________________

____

4) One thing that I'd like to do at Neighborcare/Kinderfun that I've never done before is_

____

5) The best thing about my Neighborcare/Kinderfun teachers is______________________

____

6) My favorite toy/game at Neighborcare/Kinderfun is____________________________

7) Other toys/games that I would like to have at Neighborcare/Kinderfun are__________

____

8) My favorite activity at Neighborcare/Kinderfun is____________________________

9) My favorite event at Neighborcare/Kinderfun is______________________________

10) My favorite time at Neighborcare/Kinderfun is______________________________

11) My teacher always listens to me and helps me out ___yes ___no

12) My teacher is friendly and cares about me ___yes ___no

13) We always have enough toys/games to play with ___yes ___no

14) Would you like to come back to Neighborcare/Kinderfun next year? ___yes ___no

Figure 4.32

306 NORTH WEST AVENUE
WAUKESHA, WISCONSIN 53186

A UNITED WAY AGENCY

(414) 547-18
FAX (414) 547-58

Barrier Free

WAUKESHA • CHRISTOPH MEMORIAL YWCA

CHILD CARE FOCUS GROUP

Dear Parents,

Please help us improve our Child Care services by providing us with important feedback. Rank how well the YWCA is doing using 1 to 5, with 5 being the best. When answering, use your own experiences, not your perception of how others feel. Please note with a NA if you have no personal experience with a certain statement. Please circle the appropriate number.

		Strongly Disagree				Strongly Agree	
1.	The YWCA Child Care hours are convenient for my family.	1	2	3	4	5	NA
2.	YWCA Child Care staff is friendly to my child.	1	2	3	4	5	NA
3.	My child enjoys the YWCA Child Care program.	1	2	3	4	5	NA
4.	YWCA Child Care is a good value.	1	2	3	4	5	NA
5.	The staff know my child's name and greets them everyday.	1	2	3	4	5	NA
6.	Activities are geared at my child's abilities.	1	2	3	4	5	NA
7.	My child has fun at Child Care.	1	2	3	4	5	NA
8.	My child is learning new skills.	1	2	3	4	5	NA
9.	I am very confident with the safety and care of my child at the YWCA Child Care Center	1	2	3	4	5	NA
10.	Discipline is consistent and age-appropriate.	1	2	3	4	5	NA
11.	Field trips are an important enhancement to the Child Care program.	1	2	3	4	5	NA
12.	The Child Care Parent Board is informative.	1	2	3	4	5	NA
13.	I look at my child's lesson plan weekly.	1	2	3	4	5	NA

over please

		Strongly Disagree				Strongly Agree	
14.	Daily Reports on my child's day are valuable.	1	2	3	4	5	NA
15.	Curriculum is age-appropriate.	1	2	3	4	5	NA
16.	A good variety of activities is offered.	1	2	3	4	5	NA
17.	The staff communicate effectively with you about your child's progress.	1	2	3	4	5	NA
18.	My child feels valued at the Child Care Center.	1	2	3	4	5	NA

19. Do you have any suggestions regarding the Child Care program? ____________________

____

____

20. Please list any relevant topics you would like further information on or speakers you would like to hear. ____________________

____

		Strongly Disagree				Strongly Agree	
21.	The room is clean.	1	2	3	4	5	NA
22.	The appearance of the Child Care room is appropriate.	1	2	3	4	5	NA
23.	The room is arranged and equipped appropriately for preschool instruction.	1	2	3	4	5	NA
24.	The Child Care room temperature is appropriate.	1	2	3	4	5	NA

25. Do you have any suggestions regarding the facility? ____________________

____

Thank You,
Child Care Staff

YWCA
San Diego
County

PROGRAM EVALUATION
(Parent/Child)

Program Site ______________________
Grade Level ______________________
Child's Name ______________________
(Optional)

Dear Parent,
We want your child to have a good experience in our program. Please help your child answer the following questions and return this form to us. Thank You!

Child's Response:

1. What are your favorite activities?
(write or draw)

2. Do you dislike any activity?
(write or draw)

3. What activities would you like to do that you are not doing now?
____
____
____

4. During vacations, what kind of special activities (classes, field trips) would you like to do? ______________________
____
____

5. What are your favorite snacks at the YWCA? ______________________
____
____

5a. What are your least favorite snacks at the YWCA? ______________________
____
____

6. What one or two words best describe the staff? What makes you think or feel that way?
____
____
____

7. What would you change about the program to make it better? ______________________
____
____
____

BEST COPY AVAILABLE

Figure 4.34

YWCA
San Diego
County

PARENT PROGRAM EVALUATION

PARENT'S NAME ________________________
(Optional)

Dear Parents,

We would like to hear from you about our program. Your ideas will help us make improvements. Please take a moments to answer these questions.

RATING SCALE:	1 - Excellent	4 - Fair
	2 - Good	5 - Poor
	3 - Average	N/A - Not Applicable

Parent's Response:

Program/Atmosphere

1.	How do you feel in general about your child care experience?	1	2	3	4	5	N/A
2.	Do you feel that the program provides an encouraging and positive experience for your child?	1	2	3	4	5	N/A
3.	Are you satisfied with the kinds of activities offered?	1	2	3	4	5	N/A
4.	Do you like the way the staff sets limits for your child?	1	2	3	4	5	N/A
5.	Does the program show flexibility in meeting your needs?	1	2	3	4	5	N/A
6.	Do you feel free to share your ideas about the program and it's policies?	1	2	3	4	5	N/A
7.	Do you feel comfortable and at ease leaving your child here each day?	1	2	3	4	5	N/A
8.	Is the atmosphere here warm and nurturing?	1	2	3	4	5	N/A
9.	Do you like the kinds of field trips which are offered?	1	2	3	4	5	N/A
10.	Are children adequately supervised on walking field trips?	1	2	3	4	5	N/A
11.	Do you feel comfortable recommending this program to friends?	1	2	3	4	5	N/A

Comments:

____
____
____
____

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Staff

1.	Do you feel staff is competent?	1	2	3	4	5	N/A
2.	Does the staff seem to like and respect your child?	1	2	3	4	5	N/A
3.	Do you feel the staff meets your child's needs?	1	2	3	4	5	N/A
4.	Does your child get appropriate supervision and help from staff?	1	2	3	4	5	N/A
5.	Does the staff answer your questions and tell you about books, agencies or funds that could help you?	1	2	3	4	5	N/A

Comments:

Communication

1.	Are you made aware by the staff about day to day happenings that affect your child?	1	2	3	4	5	N/A
2.	Do you feel that there is good communication (written/verbal) between you and the center staff?	1	2	3	4	5	N/A
3.	Does the program keep you informed about program schedules, activities and decisions?	1	2	3	4	5	N/A

Comments:

Facility

1.	Are the program furnishings adequate and appropriate for the number of children and type of facility?	1	2	3	4	5	N/A
2.	Are the supplies and equipment adequate and kept in good condition?	1	2	3	4	5	N/A
3.	Is the site environment neat, clean and safe?	1	2	3	4	5	N/A
4.	Are the program environments visually appealing and age appropriate?	1	2	3	4	5	N/A

Comments:

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Chapter 5

YWCA Child Care Staff

Supervision and Development

Caregivers who see themselves as professionals, and conduct themselves in a professional manner, are the key to high-quality programs for children. The YWCA commitment to developing women's leadership capacities is exemplified in the growth opportunities provided to the administrators, teachers/caregivers, families, and children in child care programs.

Congenial, professional YWCA child care staff relationships are at the core of good programs. Across the country, YWCAs adopt written materials and supervisory procedures to ensure that child care staff are treated fairly and with dignity as employees and role models for families and children.

All YWCAs should operate with personnel policies for all staff, including those working in child care. These policies are determined according to the association's governance model. In some associations, the Board of Directors approves the personnel policies. Other associations use the "Carver model" (Carver, 1997) in which the board charges the Executive Director with determining personnel policies which are within the law and the YWCA mission. All new staff should be oriented to the governance model used by the association.

Regardless of the governance model used, personnel policies may exclude some child care staff because they work fewer than the minimum number of hours prescribed for specific policies and/or benefits. YWCA leaders are encouraged to refer to the *Guidelines for Human Resources Management* (YWCA of the U.S.A., 1994) for guidance when developing or revising policies. Should the need arise, the YWCA of the U.S.A. also has a Human Resource Coordinator who is available for consultation.

In high quality programs, all full-time, part-time, and substitute child care providers, as well as volunteers, are given the information, guidance, preparation, supervision, and continuing education necessary for them to provide professional care for children. Manuals for staff are strongly recommended as part of the orientation process to ensure that everyone understands the basics of working in YWCA child care.

Comprehensive personnel records and clear job descriptions are other ingredients for top-notch supervision. In a profession such as child care, documentation of health and job performance, coupled with an outline of the expectations for each position, sets the stage for a congenial working relationship with colleagues and families. After caregivers are on the job, three aspects of supervision are especially important.

1. In every YWCA, *teamwork* – among all staff who work for our organization – is foremost. People thrive when they work together to nurture each other and to do their best in every endeavor. In child care, the teamwork extends to all YWCA staff and to allied professionals who work with families and children.

2. The field of early childhood education and school-age care is constantly changing as researchers, theorists, and practitioners gain a better understanding of human development and learning. Children's environments, and the world in which they will live in as adults, are also in a state of flux. The best way to keep up with the knowledge base of the profession is to continually engage in *professional development.*
3. Regular staff *performance evaluations* are a third component in providing high-quality child care. When staff are aware of what they do well, and in what areas they can work to improve, the quality of care is likely to be increased.

Resources

Carter, M. (1997, March). Growing a vision: Growing your staff. *Child Care Information Exchange*, 114, 97-99.

Carver, J. (1997). *Boards that make a difference: A new design for leadership in nonprofit and public organizations* (2nd ed.). San Francisco: Jossey-Bass.

Neugebauer, R., & Neugebauer, B. (1997). *Does your team work? Ideas for bringing your staff together.* Redmond, WA: Child Care Information Exchange.

YWCA of the U.S.A. (1994). *Guidelines for human resources management.* New York: Author.

Manuals for Caregivers

One of the first actions taken after a caregiver agrees to accept a position with a YWCA program is to provide that person with staff manuals – usually one that pertains to all staff, and another one more specific to child care. Manuals may be relatively brief or encyclopedic in detail, depending on your needs, but the basics of employment always are covered in an effort to encourage teamwork and eliminate any misunderstandings.

Child care staff manuals are usually a compilation of YW program materials. Much of the introductory information is the same as that provided to families. Other portions draw upon the association's employee policies. Some items may address state regulations. The remaining sections outline the essential components of any well-run child care program.

These suggestions for making the staff manual as appealing, readable, and professional-looking as possible are similar to those for the family handbook:

- Prepare it on a computer, so that it can be updated at least annually.
- Write clearly, with an upbeat tone, and proofread the document.
- If employees are likely to be native speakers of languages other than English, consider offering the handbook in those languages.
- Design the handbook so it is easy to read, with an attractive cover that includes the name of your YWCA and child care program, as well as the YWCA logo.
- Prepare a table of contents with page numbers.
- Print legible copies on a readable paper color.

Volunteers and support staff, such as secretaries, cooks, bus drivers, and custodians also must be aware of the basics of your

YWCA child care staff manual contents

- Vision/philosophy/orientation
- Staff qualifications/job descriptions/code of ethics and conduct
- Calendar/holiday policies and procedures*
- Benefits and obligations*
- Professional development
- Daily routines and responsibilities
- Reporting procedures (daily, incidents, child abuse or neglect)
- Health and safety policies and procedures
- Special event planning
- Guidance and curriculum

** may be covered in the association staff manual* program's operation. A brief review of your child care goals and guidelines for positive interactions with children and families can ensure that everyone has the same basic understandings.

As with the family handbook, staff members may be asked to sign a document that states they have read, and agree to abide by, these written materials.

Examples of two good staff manuals (from the YWCA of Elkhart County, Indiana, and the YWCA of Minneapolis, Minnesota) are located in the pocket at the end of this guide. Please note that instead of using the word *discipline*, terms such as *guidance* or *behavior management procedures* are preferred when outlining ways in which staff work to promote children's social and emotional development. Draw upon these resources, see other chapters of this guide, and become familiar with your YWCA's records to prepare or review your program's document.

Child Care Personnel Records

Your entire child care hiring and supervision process reflects the YWCA's mission to eliminate racism and to promote women's leadership. Every YWCA maintains complete personnel records in accordance with its own policies, including announcements for open positions, dates of publication and/or posting, and copies of applications for all candidates.

Individual files are maintained for each employee. Complete, confidential, dated records of all personnel matters are essential, especially for a human service program in which employees have close personal contact with children and families. Your state licensing regulations may provide forms on which to record some of this information, but the content of records is fairly standard regardless of location.

Documentation maintained for each YWCA child care employee

- application
- interview – notes on candidate responses, test results
- health – TB test, physical exam
- legal reports – child abuse check, criminal history clearance, driving record
- professional preparation documentation – CPR, first aid, diplomas, CDA credential, college transcripts
- references and employment history
- continuing education evaluations, records of personnel actions
- work samples – curriculum materials, video tapes, forms exit interviews
- any other documentation required by licensing requirements or accrediting agencies

Sample Personnel Forms

Two resources from the YWCA of Bangor-Brewer, Maine, illustrated in Figures 5.1 and 5.2 will be useful in setting up procedures and records

INSERT 5A

YWCA OF ELKHART COUNTY, IN

CHILD CARE CENTER

STAFF POLICIES
AND
PROCEDURES HANDBOOK

Welcome to the staff of the YWCA Child Care Center

We hope you will enjoy being a part of our team and that your time with us will prove to be mutually beneficial. Much will be expected of you. We hope that, in turn, you will find yourself learning and growing from your experiences here.

We consider the job of child care teacher to be one of the most important positions. We challenge you to remember the tremendous impact and influence that you are making on the children who are in your charge at any given time. We also challenge you to see the uniqueness and specialness of each and every child (and in your co-workers as well). This will help build relationships with them that are based on mutual respect.

Our goals are to:

1. Provide a safe environment.
2. Build self-esteem.
3. Encourage social and emotional development.
4. Promote physical growth and development.
5. Stimulate intellectual growth and creative expression.

In order to facilitate these goals, everyone needs to pitch in and do whatever is necessary to give the children opportunities for positive development in a safe, stimulating environment.

On the next few pages you will find many guidelines and information crucial to your success as a member of the staff here at the YWCA Child Care Center. It is your responsibility to read and be familiar with the policies stated here. Your continued employment depends on adherence to these policies. In particular, any and all policies which deal with the safety and/or health (either physical, emotional or psychological) of the children must not be violated. Doing so could lead to immediate dismissal.

PERSONAL QUALIFICATIONS AND INFORMATION

Qualifications

- You must be at least 18 years of age and have a high school diploma.
- A physical exam and yearly TB test are required.
- You are expected to have the ability to develop and maintain effective working relationships with the children, the parents, and your fellow teachers and staff.
- Your attitude is expected to be positive, enthusiastic, warm, and sympathetic to all the children. (Playing "favorites" is not appropriate!)

Dress

Activities are geared for children - on the floor, messy art, outside play, etc. Slacks, jeans or shorts are recommended. Halter tops and inappropriate slogans on t-shirts are not acceptable. Shoes are required at all times. Whatever you choose, please make sure that you are clean, neat comfortable and modest.

Smoking

There is no smoking allowed in the Center or at any time when in charge of children (i.e., on the playground or field trips).

Absenteeism

Please try to keep unscheduled absences to a bare minimum. It is extremely difficult to find a "sub" on short notice.

1. Tardiness - You are expected to be in your room and ready to assume your duties at your scheduled time. Please allow ample time to remove coats and go to the bathroom before clocking in. If you are late by six minutes or more, you will be docked in pay. This time is not to be made up at lunch or at the end of the day.

2. Illness - Sick leave is outlined in the YWCA Personnel Policy Manual. Refer to it for more specific information. Sick leave accrues at the rate of one working day for each month of employment and can be taken only after completion of three months of employment.

3. Vacations - Employees hired from January through June are eligible for one week of vacation which must be taken by the end of December. Employees hired after June 30 are eligible for vacation after January 1 of the next year.

Full-time employees who work 1-5 years are eligible for two (2) weeks of vacation. After six (6) years, three (3) weeks of vacation, and after 12 years, four (4) weeks of vacation. Vacations for employees working less than 40 but more than 20 hours per week are pro-rated based on the number of hours worked.

4. Holidays - The YWCA observes eight (8) holidays each year: New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

   If the Child Care Center does not close for the above mentioned day, that holiday becomes a "floating" holiday and may be taken at another time with the approval of the director.

   Currently the Center remains open on Martin Luther King Day and Good Friday. However, we are closed on the Friday after Thanksgiving. This day is not a YWCA paid holiday but may be used as a floating holiday or vacation if available.

Review with the director will be requested for the following situations and may result in a reprimand.

- Absence without notifying the director (call daily if needed).
- Absence for reasons other than illness or vacation.
- More than six (6) absences in three months.

Time Cards

It is the employee's responsibility to accurately fill out time cards. The first week of the pay period begins on the green side of the card; the second week is red. Punch in at the beginning of your shift, out for the lunch break, back in after break, and then finally out for the day. Please stick to the times for which you are scheduled. Fraud on your time card is grounds for dismissal.

Lunch/Breaks

Lunch and breaks will be scheduled by the director. When you work more than six (6) hours, you must take a lunch break. You may leave the Center but are not required to do so. If you leave, it is expected that you will return in time to return to work. If you stay at the Center during your break, please use the teacher' room, office, or an empty classroom. Other teachers do not have the same break times and are supposed to be supervising their children.

"Visiting"

Please do not "visit" with co-workers or others from outside the Center while on duty. This should be done during break times. Talking with staff should be brief; it is impossible to watch the children well while visiting.

Workshops/Inservices

You are expected to keep abreast of current trends and concepts in early childhood education by attending classes, workshops, and inservice training. Licensing regulations require each teacher to have a total of 12 hours each year. Each staff person must be trained in Standard First Aid and Universal Precautions. This class is scheduled quarterly and must be attended within the first few months of employment. Information about other training will be circulated throughout the year.

JOB RESPONSIBILITIES

Curriculum

Curriculum planning is the responsibility of the teacher with the approval of the director. Calendars for the month need to be prepared and distributed to parents by the first of each month. Teachers need to be prepared in advance of the lesson. Naptime provides an excellent opportunity to work on future plans.

We are a secular center serving a wide diversity of families. We must strive to respect these diversities and avoid teaching personal values or ideas that might conflict with our families. We strive to instill values of concern, respect, acceptance, gentleness, nonviolence, etc.

Accidents

Universal Precautions must be followed any and every time there is an accident. Whenever there is a mark on a child you are required to fill out a pink "Accident Report" form. One copy gets sent home with the child and the other copy goes to the office. If another child is the cause of the injury, that child is never named.

If the injury seems to be serious, notify the director immediately. Additional action may be required.

All staff are required by licensing regulations to attend a first aid and Universal Precautions workshop within the first three months of employment. Workshops are scheduled quarterly.

Daily Charts

We are required to fill out attendance sheets and meal counts. It is recommended that meal counts be done while the children are eating. All children served are included in the count. At the end of the month each sheet needs to be totalled down and across (the numbers should be the same).

Weekly behavior charts are for the benefit of the parents. Try to be positive with any notes to them.

Teachers need to be aware of emergency exits and procedures. This needs to be posted in each room.

Snacks/Lunches

Snack times are approximately 9:00 a.m. and 3:00 p.m. Tables must be washed with bleach solution before the children are seated. Tables are cleaned before and after each snack time and lunch. Staff must wash their hands before handling food. Children are not to help serve. Milk and juice containers must be recapped after pouring. Staff is limited to the same amounts of food as offered to children. Adults may eat the provided lunch with the children. Please do not eat other food or drink in front of them. If you prefer to bring other food that needs preparation, please check with the cook if you need the stove or microwave. Food must be prepared and eaten at break times. Afternoon snacks need to be returned to the kitchen immediately after use.

Bathrooms

All children in the Twos and Threes classrooms must be accompanied when going to the restroom for any reason. It is not safe to let them go alone. It is preferred that all children be accompanied. Older children may go one at a time only if the teacher is absolutely confident with the ability and behavior of the child. Teach children to always wash hands and use soap.

Children of any age with wet or soiled clothing should be calmly and pleasantly helped to change into their extra set of clothes. There must be no scolding or shaming. If the child does not have any extra clothes, the Center has some extras in the teachers' room. (Please make a note on the child's daily chart that he/she is in borrowed clothing and ask the parent(s) to please wash and return the clothing as soon as possible.) Soiled clothing needs to be placed in a plastic bag and sent home with the child (include blanket if necessary).

Naptime

Naptime is from 12:30-2:30/3:00 p.m. each day. Cots must be two feet apart. Children need to be positioned at alternating ends of the cots so they are not face-to-face. All children are to rest (lying down) on their cots. Teachers are encouraged to rub backs to help settle restless children. After an hour, the "non-nappers" should be allowed to do quiet activities until the other children are up.

The State Board of Health requires that all cots must be cleansed (bleach solution) after each use.

This is naptime for the children - not the staff. It is also not break time. Please use this time constructively working on lesson plans and cleaning (toys and chairs weekly).

Outdoor Play

We are required to take the children outside to play if the temperature is 20° or higher and it is not raining. The children need to walk when going out or coming inside.

When outside with the children, teachers are to be actively involved and interacting with the children. Teachers need to be positioned to insure safety and supervision. If any equipment (balls, jump ropes, parachute, etc.) is taken outside, please bring it back into the building and put away. Staff are also responsible for proper supervision of the equipment.

Certain playground rules must be followed for everyone's safety:

1. We climb up the steps and go down the slide on our bottom. (Not backward or headfirst.)
2. It is unsafe to jump from or hang over the slide.
3. One at a time sliding or swinging.
4. Rocks must remain on the ground (not in the air or on the slide).
5. We climb on the climber (not the fence or trees).
6. We must respect others property and not throw anything over the fence.

Teachers are not to be grouped together, visiting with each other.

Outdoor time is divided with the 2s and 3s together and 4s and Kindergarten together. You may also go out at other unused times but it is unsafe to all be out together.

Children need to be accompanied by a teacher when going in or out of the building. Staff leaving children unattended are subject to immediate termination.

Housekeeping/Clean-Up

All teachers are to help maintain a clean and orderly room. Tables need to be cleaned after snacks and trash thrown away. Be sure to straighten up the room at the end of the day. Encourage children to clean up after each activity.

Please also flush toilets and turn off running water in the sinks and teach the children to do so, too. Especially teach them to put all paper towels in the trash can. They clog our toilets very easily.

Allergies and Medications

Some children have allergies or special diets. The parent needs to provide a note from the doctor stating restrictions for the child. Children with food restrictions will have that information posted in the kitchen.

Children are not to be given any medication without signed permission from the parent and their doctor. The medicine needs to be in the original container from the pharmacy. We cannot give over-the-counter medication. All medicine needs to be kept in a box in the kitchen storage area or in the container in the kitchen refrigerator.

Child Abuse

All staff are legally required to report any cases of suspected child abuse or neglect. If you have any reason to be suspicious and there is no logical explanation from the child, report your suspicions immediately to the director. Establish the facts in writing. Staff who abuse or neglect a child in any form are subject to immediate termination.

Authorized Pick-Up

For the protection of all the children and the Center, staff need to pay careful attention to the release of children and recognition of the parents. All children are to be picked up by an adult. Authorized persons are listed on the child's enrollment forms. Parents may fill out a daily authorization form (located near the front door) or call the office when there are changes. Teachers need to ask for identification when a different person comes for a child. When in doubt - ask.

DISCIPLINE

Remember that the child's safety, interest and welfare always come first. Use positive reinforcers (i.e., verbal compliments, praise, smiles and hugs). Reinforce desired behavior rather than condemning the undesirable behavior. State the positive version of rules when possible ("We walk inside the center." "We sit on chairs.").

Play with the child on his/her level. Sit on the floor with the children rather than at the desk. Be involved! Staff members should attempt to model respectful behavior teaching what is acceptable. No staff person will ever use any humiliating, frightening, corporal or other cruel or harsh punishment to control the actions of any child or group of children. Punishment will never be associated with food, rest or toilet training. Physical contact in disciplining should be used only when necessary to restrain a child from harming himself/herself or others.

Prevent inappropriate behavior:

- Anticipate trouble.
- Give gentle reminders.
- Offer choices.
- Distract to a positive model.

Communication with children:

- Give praise or compliments.
- Offer encouragement.
- Clarify messages.

Respond to inappropriate behavior:

- Point out natural, logical consequences.
- Provide renewal time.
- Give hugs.
- Overlook small annoyances.

Supervised separation ("time out") is the only form of acceptable punishment.

Any discussions with parents regarding any class, group or child's behavior is to be cleared through the director.

AGREEMENT

I have read and understand the Staff Policies and Procedures handbook and the YWCA Mission Statement and agree to adhere to the policies.

______________________________ Signature

______________ Date

6/95

Children's Center Staff Manual

May 1995

YWCA

YWCA Downtown Children's Center
1130 Nicollet Mall
Minneapolis, Minnesota 55403
(612) 332-0501

YWCA Phillips Children's Center
2323 South 11th Avenue
Minneapolis, Minnesota 55404
(612) 871-3987

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Children Center Staff Manual

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Minneapolis YWCA

Children's Center Staff Manual
May 25, 1995

Welcome to the Children's Center. It is our hope that this manual will assist you in becoming familiar with our program and your responsibilities as a member of our staff.

I. Children's Center Mission and Philosophy

Our mission is to nurture young children in partnership with their families.

The philosophy of the Children's Center is that:

- each child deserves opportunities for positive growth and development;
- each child learns through play - play is children's work;
- each child is unique with unlimited potential.

Our ultimate goal is to provide a warm, accepting and nurturing atmosphere that responds to each family's culture. We provide an enriched and stimulating physical and emotional environment where:

- each child can become aware of her/his personal uniqueness through first-hand experience;
- each child learns to accept and respect each other's differences;
- each and every child will have better opportunity to develop self-esteem, be appreciated and respected;
- each child can become aware of her/his own physical, social, emotional and creative potential;
- each child realizes that she/he is part of a community.

Our long-range curriculum is developmentally appropriate for each age group (see attached long-range curriculum).

II. Primary Caregiving Philosophy

The Children's Center Child Care program has adopted the "Primary Caregiver" approach. Upon enrollment, each child is assigned to a primary caregiver. Each caregiver spends significant time with their primary Caregiving children each day and handles their group's routines (eating, napping, toileting/diapering). The caregiver communicates with the parent/guardian daily and is the main person who interacts with the child. The primary caregiver helps the child to adapt to the new child care situation, pays special attention to the child each day, and knows the child well over time. Primary caregiving provides continuity of care so that every family feels a partnership with the person who provides nurture for their child every day.

III. Professionalism

Staff members of the Children's Center are professionals in child care. The YWCA as an organization, and the Center as part of that organization deserve staff members' respect and pride. Policy issues between staff and employer remain within the confines of the Center.

Staff members use discretion in their conversations with parents/guardians and other staff. Personal matters about parent/guardian, children or staff remain with those people and should never be discussed with other staff members, parents/guardian or around children.

We hope that all staff will show respect for each other while working in the classroom. In order to do this, we suggest that you use the following guidelines:

- **Children must be supervised at all times!**
- Never leave the classroom without checking with the other classroom staff; they must know where you are going and for how long;
- Support each other in planning activities;
- Respect different methods of interacting with children;
- Be aware of problems between a staff member and child and offer support;
- Please be supportive of fellow staff in the event of their having a personal problem on a particular day.

We feel very strongly that if all staff members portray a professional attitude in their working with children and each other, we will continue to have one of the highest quality child care programs in the Minneapolis area.

IV. Staffing Ratios and Distribution

We provide staffing for the following ratios:
infants - 1 adult for every 3 infants
toddlers - 1 to 4 or 5
preschoolers - 1 to 7,8 or 9
schoolage - 1 to 10

Each class must have a Lead Teacher or Assistant Teacher with them at all times. The Assistant Teacher may be substituted for the Lead Teacher at the beginning or end of the day for a maximum of 25% of the day. Aides must be supervised (within sight or hearing)of a Lead or Assistant Teacher at all times. An aide under age 18 must be within sight and hearing of a Lead or Assistant Teacher at all times. Aides may not be alone with children except during transition times, naptime, or to accompany children to and from a bus stop. Aides may not be alone with children on the playground, unless they are within sight or hearing of a Lead Assistant Teacher.

V. Health and Safety Regulations

A. First Aid Training

All staff are required to complete an eight hour first aid training course once every three years. This must be completed within 30 days of employment. At least one staff member trained in CPR or BLS and the treatment of obstructed airways with children must be in each center and on each field trip at all times. CPR training must be updated every two years.

B. Immunizations

All children must have immunization and health records on file. Staff should be aware of recommended immunizations for child care workers (see attachment).

C. Safety Procedures and Accident Prevention

1. Safety

All staff are expected to be on the lookout at all times for equipment, facility or human situations which might cause injury, burns, poisoning, choking, suffocation or traffic or pedestrian accidents. Each part of the child care facility is to be checked for potential hazards each morning by the first person to enter the area, before children enter. Children are never to be left unsupervised and never to be exposed to hazardous materials or situations. Infants must never be left in situations in which suffocation might be possible. Infant rattles and any toys with small parts must meet the safety standards in the Code of Federal Regulations.

Sharp objects, medicines, plastic bags which might cause suffocation, potentially dangerous products, and chemicals such as cleaning supplies must be stored in labeled containers and inaccessible to children. The kitchen and any cooking appliances must be inaccessible to children.

Safety belts on baby carriers, infant seats, strollers and high chairs must be used. Cribs sides must remain up at all times and cover at least 3/4 of a child's height. The mattress must fit the crib snugly. If there is more than one inch between the crib sides or ends and mattress, the mattress is too small. Bumper pads must extend around the entire crib and tie into place with at least six ties. Bumpers need to be used until four months of age or when a child can get up on all fours - whichever comes first. Hanging mobiles or other objects that can be easily pulled down may not be used on cribs of children 4 months and older. We do not use playpens.

Because children under age 3 easily suffer radial head subluxation (RHS) of the elbow, staff must avoid pulling on children's arms.

2. Poison Prevention

Cleaning products and medicines must be kept in separate locked storage areas inaccessible to children. Food must be stored separately. All cleaning fluids, drain openers, etc., must be kept in their original containers with the label intact. Plants must be non-poisonous and placed out of reach of children who might eat them. Aerosol sprays may not be used.

3. Prevention of Choking, Aspiration, Suffocation and Drowning

Children should not be given cough drops, gum, fruit containing seeds or pits. Infants and toddlers should not be given hard foods such as raw carrots or celery, popcorn, peanuts, or hard fruits. Do not stimulate a child to laugh or cry when he/she has food in her mouth. Store pins, buttons, needles and all small pointed instruments in a child-proof container out of reach. Toys must be age appropriate and inspected frequently to make sure that there are no splinters or cracks. Blinds or cords must be kept out of reach of children. Children must be supervised at all times in the bathroom. Toilets are a potential hazard for drowning. Bean-bag chairs may not be used for children who cannot sit up independently. Infants who cannot roll over must be laid to sleep on their backs or sides.

4. Burns and Electrical Accident Prevention

Hot water in sinks may be set no higher than 120 degrees. Children are not allowed in the kitchen. Staff must check temperature of foods to avoid burns. Microwaves may not be accessible to children. (See Microwave Principles for Child Care Staff.) All electrical outlets must have protective covers or internal fail-safes. Electrical cords may not be accessible to children. Smoking is not allowed in the centers or buildings.

5. Pedestrian Injuries

Children must be closely supervised when walking near any traffic. Traffic signs must be adhered to. Children must be holding the hand of an adult or another child when crossing streets.

6. Prevention of Other Injuries

Step stools for children to reach sinks must be stable and non-slip.
Sharp table and shelf edges must be cushioned. Toys and equipment must be checked for safety on a daily basis. Overexposure to sun should be prevented by use of protective clothing and hats - especially for infants.

D.Notification of Infectious or Communicable Disease

Families must inform the Center within 24 hours exclusive of weekends and holidays when a child is diagnosed by their source of medical care as having a contagious, reportable disease or lice, scabies, impetigo, ringworm or chicken pox.
Staff must report to the Center if they are diagnosed as having any of the above.

Parents/guardians must be notified by written notice after consulting with the Minneapolis Health Department Infectious Disease Manual and/or the Health Department Consultant (673-3128) should one of the children or staff members in a classroom develop a contagious reportable disease (see attached list) or chicken pox, lice, ringworm or scabies that is untreated and contagious to others. The written notice should include signs, symptoms and recommendations for seeking treatment. Written notice must be posted at the classroom entrance and/or sent home to each family in the classroom using the forms kept on file by the program managers.

E. Medication:

1.Parents/Guardians must provide written permission for the administration of any medicine, diapering product, sun screen lotion or insect repellant by filling out a medication permission form with dosage and time(s). Staff administering the medication must document on the form the date and times the medication is given, and sign the form. All medication permission forms must be kept in the child's file.

2.External non-prescription substances must be administered according to the manufacturer's instructions unless there are written instructions for their use provided by a licensed physician or dentist.

3. Programs cannot use a common supply of over-the-counter medications. Each child must have their own labeled supply and signed parental permission.

4.All prescription substances must be administered according to a licensed physician or dentist's written instructions specific for each episode. Medicine with the child's name and current prescription information on the label is acceptable. Expired medications are not permitted.

5.Syrup of Ipecac can be administered in an emergency only if parental permission (green family information and permissions form) is on file and instructions are given by Poison Control (347-3141).

F.Special Needs It is the parent/guardian's responsibility to inform the Center if the child has any special medical conditions, needs or allergies. The administration of medicine must be recorded on the child's medication permission sheet and kept in the child's file.

VI. Illness or Accidents

A. Child/Staff Illness

In order to protect the children and other staff members from contagion and according to state regulation, staff or children with any of the following symptoms, should not be at the center.

1. A temperature of 100 degrees F(axillary) or 101 degrees F (orally) for toddlers and preschoolers; 99 degrees F (axillary) or 100 degrees F (orally) for infants;

2. Vomiting within the last twelve hours;

3. An intestinal disturbance with diarrhea or three or more abnormally loose stools since coming to the center that day;

4. Any undiagnosed rash or a rash caused by a contagious illness or condition;

5. Contagious conjunctivitis or discharging eyes, ears or profuse nasal discharge;

6. A bacterial infection such as streptococcal pharyngitis or impetigo without completing 24 hours of antibiotic treatment;

7. Chicken pox until no longer infectious or until the lesions are crusted over;

8. Lice, ringworm, or scabies that is untreated and contagious to others;

9. Significant respiratory distress;

10. Inability to participate in child care program activities with reasonable comfort.

11. Need for more care than the program staff can provide without compromising the health and safety of other children in care.

B. If a child becomes ill while at the center, staff will:

1. Separate the child from the other children with adult supervision at all times.

2. Contact the parent/guardian to pick up the child.

3. If parent/guardian cannot be reached, contact emergency numbers.

4. If no one can be reached, keep child separated from others until parent/guardian picks up at the usual time.

5. Provide child's cot or crib and blanket and continue to monitor the child's condition.

C. Minor Accidental Injuries to Children

1. Minor cuts, bumps and abrasions, etc. shall be treated immediately by staff as called for. If unsure as to how to treat a certain injury, consult the Minneapolis Health Department first aid flip chart available in each location.

2. Parents/Guardians will be informed of the injury and treatment upon picking up their child or by phone if someone else transports the child.

3. A written report must be completed by the staff. (see Accident Reports)

D. Serious Illness or Injury

1. In case of hard blows to the head, a bite that breaks the skin, cuts that may need stitches, sudden high fever, question of broken bones, or any serious illness or injury, staff will apply first aid and attempt to notify parent/guardian and have them follow through with treatment.

2. If parent/guardian can not be reached, staff will call emergency contacts on the yellow emergency card and/or child's doctor.

3. Staff will continue to try and reach parent/guardian and alert them to the situation.

E. Emergency Illness or Accidents

1. Apply or obtain first aid.

2. Dial 911 or poison control if necessary. Follow advice of emergency personnel.

3. Call parent/guardian.

4. Call child's emergency numbers if parent/guardian cannot be reached.

5. If necessary, staff person with the most knowledge about child's accident or illness will accompany the child to the hospital and stay until parent/guardian arrives and all necessary information has been given to the parent/guardian and medical personnel.

F. First Aid Procedures - Consult Posted Public Health Department Flip Chart

1. Pedestrian Accidents - Staff members provide immediate first aid and remain with victim while second staff dials 911.

2.Accident/Incident Reports

All accidents, injuries or incidents involving a child enrolled in the Center must be reported on an accident/incident report form, signed by the parent/guardian and filed in the child's file and with the Program Manager or Director. Medical care, if necessary, is covered by the child's medical insurance.

If a staff person or a volunteer, parent or visitor is injured, an accident/incident report form must be filled out and filed with the Program Manager or Director. Medical care for staff persons injured on the job is covered by Workers Compensation.

Minor injuries need to be reported to the parent/guardian at pick up and the parent/guardian should sign the completed accident form which should then be placed in the child's permanent file (white copy). The pink copy is for the parent/guardian and the yellow copy should go to the Program Manager. Accidents, incidents, emergencies and injuries to children, staff or visitors must also be tallied in the Log. The Log must be analyzed semiannually by the Program Manager and Center policy modified accordingly.

The center must inform the child's parent/guardian and the Minneapolis Health Department (673-3128) immediately whenever a child has a reportable disease or is bitten by an animal at the Center.

The Department of Human Services (296-3850) must be informed within 24 hours of any injury to a child that requires treatment by a physician; the use of any emergency medical service for a child, or the death of a child in care in the center. DHS must be informed within 48 hours of the occurrence of a fire during the hours of operation that requires the service of the fire department.

VII. Fire, Fire Drills, Tornado and Severe Weather Procedures

Fire drills will be done and documented in a log on a monthly basis. Tornado drills will be done and documented in a log on a monthly basis form April to September.

A. 1130 Nicollet Location - Fires and Fire Drills

1. Adults will clear room in an orderly manner, closing doors behind them. First responsibility is to evacuate the building, then to call in an alarm.

2. Upstairs classrooms: do head count. Exit quickly and in an orderly manner through West Fire Tower stairs off the playground or roof.
   Repeat head count at bottom and take attendance. If access to west fire tower is blocked, use the stairs on the Mall side of the building.

3. Main floor classrooms: do head count. Exit out fire exits onto Nicollet Mall.

4. If weather is cold, proceed to MacPhail lobby on 12th and LaSalle or Westminster Church across the Mall.

5. If Preschool Child Care is in the pool area of building, follow Health and Fitness staff directions.

6. To call in an alarm, a staff member will notify the switchboard (0) or go to the alarm located on the North or West wall of the upper level hallway or in the lobby of the main floor center or call (Out or Loop) 911.

Fire extinguisher is located inside the main Children's Center door. Staff are responsible for knowing how to operate the fire extinguisher. To operate fire extinguisher, pull pin, squeeze handle, direct nozzle.

B. Nicollet Location - Tornados and Severe Weather

1. Do head count. Everyone move to the sub-level area in a quick, orderly manner to the corridor outside the racquetball courts. **DO NOT USE THE ELEVATOR.** YWCA administrative staff will assist with infant and toddlers.

2. Use the ramps or Mall side stairs from the upper level.

3. Do head count and take attendance. Remain in the sub-level area until "all clear" is received.

4. Program Manager or Teacher will take portable radio. Building has emergency lights.

5. Staff should be prepared to occupy children with songs, stories, etc.

6. Infant and toddler staff should take essential supplies (food, diapers, etc.)

7. Maintenance staff will announce the all clear.

The electrical power box is located in the Program Manager's Office upstairs and in the Toddler Room on the main floor.

C. Phillips Location - Fire and Fire Drills

1. Adults clear room in an orderly manner. First responsibility is to evacuate the building, then to call in an alarm.

2. Preschool and School-Age Child Care - Both lead teachers get attendance lists. Assistant teachers lead children out front door (west side of building). Aides follow group. Move the groups to the Center parking lot (11th Avenue side of building).

3. Toddler Child Care - Lead Teacher get attendance list and do head count. Assistant teacher lead class out front door (west), assisted by aide, after making sure all toddlers are out. Lead Teacher follow group. Move the group to the parking lot, well away from the building, Lead Teacher repeat head count; take attendance. If front entrance is blocked, proceed to back door, lead group around building to the parking lot.

4. Infant Room - Lead Teacher gets attendance list and makes sure all infants get out front door (west) to the parking lot on 11th Avenue side of building. Lead Teacher, Assistants and Aides each ensure the safety of at least three infants. Fire crib(s) may be used for four infants each. Lead Teachers takes attendance when all are congregated in parking lot well away from the building. If front entrance is blocked, proceed to back door, lead group around building to the parking lot.

5. If weather is cold or wet, proceed to M.I.W.R.C. at 23rd St. and 14th Ave. So.

6. If children are in the gym, the teacher in charge of group will lead them out the main door of the (west) exit to the parking lot. If that door is blocked, teacher will lead children out back (south) door of the building, away from the building and to the west parking lot.

7. Program Manager, Lead Teacher or Safety Specialist checks to make sure all children and staff are all accounted for. Re-enter building only when all clear is sounded.

8. To call in an alarm, a staff member will go to the alarm located on the North wall by the playground door or the alarm outside the front door of the center. Building alarms are connected directly to the fire department.

Fire extinguishers are located outside the front door of the program, inside the front door of program and over the sinks, by the back door. To operate fire extinguisher, remove from wall, remove pin from handle, squeeze handle, direct hose toward fire. Front and back doors to the center are fire doors and will close automatically. All staff will receive training in carrying out fire procedures as part of their orientation. Staff are required to know how to operate fire extinguishers.

D. Phillips Location - Tornados and Severe Weather

1. Do head count. Everyone move to the girls locker room down the first hall by the gym in a quick, orderly manner.

2. Do head count and take attendance. Remain in the locker room area until "all clear" is received from building supervisor.

3. Program Coordinator or Lead Teacher, Assistant Floater, Safety Specialist, in charge take portable radio, flashlight and essential supplies (food, diapers, etc.)

The electrical power box is located in the furnace room on the second floor off the north south hall in the east end of the building.

VII. Other Emergency Procedures

A. Missing Child

1. All available staff will immediately search the entire building and grounds; the other children must be adequately supervised at all times.

2. If a child is not found within fifteen minutes, police will be immediately notified and provided with a detailed description of the child.

3. Parent/Guardian will be alerted if police and staff cannot find the child within 15 minutes.

4. Staff will cooperate in search efforts as long as the safety of the remaining children is secure and until such time as their help is no longer required.

B. Delivery and Pick-Up of Children

1. All children must be signed in and out every day with time of arrival and departure and initials of the person bringing them and picking them up. No one under age 16 may sign a child in or out.

2. Authorization for pick-up by someone other than parents or guardians MUST BE indicated in the sign in/out book or called in during the day. The staff will ask for picture identification of anyone they do not already know.

3. If a child has not been picked up at closing time, the teacher in charge of the classroom will call the parent/guardian or emergency numbers. The teacher will stay with the child until someone comes. If the teacher is unable to reach anyone on the child's emergency list, the Program Manager or Lead Teacher must be informed and consulted about what to do next. If no one can be found to pick up the child within an hour of closing time, the Hennepin County Diversion Unit (827-9320) will be contacted and the child will be transferred to overnight care, probably at St. Joseph's Shelter. Information about the child's whereabouts will be left on the door of the center.

4. If an unauthorized person or a person who is incapacitated or suspected of abuse attempts to pick up a child, the teacher in charge will call people on the child's emergency card to get verification or to arrange for alternative pick-up for the child. The Director of the Center or Program Manager must be informed if no authorized adult can be reached.

The teacher may need to seek help from someone else in the building or call 911 if the situation is not easily resolved. Staff are not expected to jeopardize self or safety of other center children for the protection of a single child.

C. Snow Emergencies

Should threatening weather occur that would require early closing of the Center, an effort will be made to contact all parent/guardians to pick up their children. The classroom Lead Teacher is responsible for remaining in the Center until all children from her/his classroom have been picked up. At least two adults must stay in the building till the last child has been picked up. If any staff and children must remain at the Center, they will use Center blankets and food if necessary. (At Nicollet, emergency power system will provide heat and lights.) Should the Center open late or not open because of threatening weather, each staff member will be contacted early in the morning by their direct supervisor. Notice for parents/guardians will be broadcasted on WCCO.

D. Utility Failures

In the case of failure of electricity, water supply or heat, the Director or Program Manager will use their discretion in determining cancellation based on the health and safety needs of the children. All staff should become aware of power sources at their location and how to turn them off. If the water supply is cut off, the Health Department Environmental Health (673-2170) will be consulted for instructions about alternative arrangements.

All staff should be aware of the location of fire extinguisher, power sources, water shut off, emergency lighting, flashlights and radios in case of emergencies. See the Program Manager for further information.

E. Child Abuse/Neglect Reporting

1. Every parent/guardian is informed in the Family Handbook when they enroll their child that all staff members are required by law to report cases of suspected child abuse and neglect.

2. The Lead Teacher in each classroom is responsible for recording incidents in which abuse or neglect are suspected.

    a. Recording includes child's name and birth date, factual descriptive information, name of recorder and date, as well as the names and ages of any other persons involved in the incident, date and location of incident, action taken by staff and to whom the incident was reported.

    b. This information is kept in the child's record.

c. The Lead Teacher, Director or Program Manager may discuss the injury or problem with the child's parent/guardian. This information will be added to the file. In cases of immediate danger, the Director or Program Manager may decide whether parent/guardian should be informed before making the report.

d. A verbal report (followed by a written report) must be submitted to the Hennepin County Department of Child Protection by the Director. The report includes: date and time, child's name, parent/guardian's name(s), description of injuries or condition, parent/guardian explanation of how the child's condition occurred, name address and phone number of the reporter.

3. The Program Manager must analyze the record of accidents, injuries and incidents semi-annually and recommend modification of Center's policies to the Director.

All cases of serious injury, use of emergency medical service or death are to be reported to the Department of Human Services within 24 hours and fires are to be reported to DHS within 48 hours.

IX. Sanitation Policies

A. Procedures for Changing Diapers

Changing diapers in a sanitary way may be the most important thing child care center operators can do to prevent the spread of infectious organisms. Germs present in stool can be spread by the hands of staff or through contaminated food, objects or surfaces as well as person to person. Many diseases can be spread by contact with the stool. This includes infections caused by bacteria (Salmonella, Shigella, Campylobacter, etc.) parasites (Giardia, Sryptsoporidia, etc.) and viruses (rotavirus, normal, virus and hepatitis A). You can prevent illness by following the guidelines described below.

Change diapers only in designated area for your group.

Do not allow pacifiers, toys, baby bottles or food in diapering area.

Staff must follow either the diapering procedure listed below or a procedure approved by the Public Health Consultant.

1. Wash you hands before you begin.
2. Check to be sure all supplies you need are ready (liquid soap, paper towels, skin care items, disposable plastic bags, disposable gloves if desired).
3. Place roll paper or disposable paper (i.e., computer paper) on diapering surface where the child will be.
4. Lay the child on the diapering surface, keeping one hand on the child at all times.
5. Remove soiled diaper and clothes. Put disposable diaper in a plastic bag or plastic lined receptacle. Put soiled clothes in a plastic bag to be taken home.
6. Clean the child's bottom with a damp paper towel. Dispose of the towel in plastic lined receptacle.
7. Diaper and dress child. Now you can hold her/him.
8. Wash the child's hands and return her/him to the group.
9. Clean and disinfect the diapering area, and any equipment and supplies you touched. Then wash your hands.
10. Training chairs must be emptied, washed with soap and water and disinfected with bleach and water and allowed to air dry after each use.

Diapering procedures must be posted in each diapering area.

B. Hand Washing

All staff must wash hands in appropriate hand washing facilities, when they arrive or return to work, before food preparation and serving, after diapering, wiping noses, toilet use, after handling a sick child, cleaning up messes or handling items soiled with body fluids or wastes such as blood, drool, urine, stool or discharge from eyes or nose. A child's hands must be washed with soap and water after diapering, toilet use and before meals. Handwashing procedures must be posted.

C. Cleaning and Disinfection

Child care settings bring children together for long periods of time, where they may be exposed to many different germs. Although the environment cannot be made germ-free, the harmful effects of germs can be lessened by keeping their numbers at low levels.

Germs can most effectively be controlled by frequent, thorough timely **handwashing and cleaning and disinfection** of objects that come into contact with children.

In addition, proper handling and disposal of contaminated items are necessary to prevent the spread of infections.

Guidelines

Disposable gloves are available.
Disposable towels used for cleaning. (Cloths, sponges etc. used for cleaning must be laundered between each use.)
Sanitizing and disinfection solution made daily.
Containers labeled
Proper dilution:
Soaking solution (for sanitizing mouthed toys, pacifiers, etc):
    1 tablespoon bleach to 1 gallon water
    Soak for 2 minutes after cleaning with soap and water
    Do not rinse - Air dry
Spray bottle (for general disinfecting):
    1 ½ teaspoons bleach to 1 pint water or
    1/4 cup bleach to 1 gallon water

Spray bottle (for sanitizing food contact surfaces):
    Scant ½ teaspoon bleach to 1 pint water or
    1 tablespoon bleach to 1 gallon water
Separate containers available in each classroom

Cleaning Schedule followed:
    Clean with soap and water before sanitizing or disinfecting.
    Items to be **sanitized:**
        Toys and equipment (e.g. cribs) - weekly or when soiled
        Mouthed toys and objects - daily and whenever soiled (toys must be removed from circulation after each child's use until sanitized)

High chair trays - after each use
    Table tops - before and after eating
    Crib mattresses - at least weekly and when soiled/wet

Items to be **disinfected:**
    Diapering area - after each use
    Toilet training chairs - after each use
    Bathrooms - daily and as needed (includes wall, sinks, toilets and other fixtures)

Dishwashers and washing machines are also acceptable for soaking, cleaning and disinfecting washable articles including toys, if hot water is used. Boiling is also an effective method for objects, such as bottle nipples, pacifiers etc.

Other:

Infant bedding must be changed and washed at least weekly and whenever soiled
Linens/blankets weekly and whenever soiled
Carpets, rugs - vacuumed daily, shampooed quarterly or at least every six months
Cots - must be assigned and labeled and washed and disinfected whenever soiled, when assigned to a new child and at least quarterly
Floors - vacuumed or swept and mopped daily and when soiled
Handwashing sinks must be cleaned and sanitized at least daily and when soiled
Avoid use of chemical air fresheners

D. Surfaces and objects contaminated with blood, urine, vomit or stool must be cleaned with detergent and water and disinfected immediately.

Cleaning procedure:

CLEAN OBJECTS AND SURFACES CONTAMINATED WITH BLOOD AND BODY FLUIDS IMMEDIATELY.(To reduce transmission of HIV or Hepatitis)

- Wear disposable gloves when:
  - Handling blood (nosebleeds, cuts) or items, surfaces, or clothing soiled by blood or bloody body fluids
  - You have open cuts, sores or cracked skin or if the child has open areas on the skin
  - Changing the diaper of a child with diarrhea or a known infection that is spread through the stool
  - Pregnant (women or women considering pregnancy may want to wear gloves when changing any diaper)
  - Cleaning bathrooms, diapering area, or any areas contaminated with stool, vomit or urine
- For spills, wipe up the area to remove blood or body fluid.
  - Use disposable towels and discard in a plastic-lined waste container.
- Clean objects and surfaces by scrubbing with detergent and fresh water to remove debris. Do not reuse water that has been standing in pails, basins or sinks.
  - Rinse objects (under running water when possible).
- Follow cleaning with disinfection of the area/objects.

Disinfection Procedure:

ITEMS AND SURFACES CONTAMINATED WITH BLOOD AND BODY FLUIDS (STOOL, URINE, VOMIT) SHOULD BE DISINFECTED IMMEDIATELY AFTER CLEANING. See bleach and water disinfecting solution above or, Commercial disinfectant must be effective against bacteria (tuberculosis), viruses (hepatitis) and parasites (Giardia) and used according to manufacturer's directions.

Mops must be cleaned thoroughly in fresh water and soap and rinsed in a sanitizing solution before and after a day of use. Mops must be wrung or hung to dry. Non-disposable cleaning equipment must be soaked in disinfectant solution for 10 to 30 minutes after cleaning process and allowed to air dry.

E. Bloodborne Pathogen Exposure Control Plan (see attached Plan)

X. Meals

Meal counts must be taken and recorded at each meal on the sign in/out sheets. Sign in/out sheets must list the full name of each child who attended that day, time of arrival and departure and which meal each child was given.

A. Infant Feeding

Staff will follow the feeding instructions left by the family. Each infant's feeding schedule must be available in the food preparation area. It is imperative that infants have quality one-to-one time with their caregivers during feedings. Therefore, infants must always be held when being given a bottle. Unless the child has refused to be held, bottles are not to be propped! Each bottle must be labeled with child's name.

B. Infant Formula

Powdered Infant Formula is purchased by the center and stored. All solid food supplements, milk and formula is stored, prepared and handled in accordance with health and sanitation procedures. Bottles are labeled and kept refrigerated for the duration of the day. Bottles are emptied and sterilized at the end of each day. Heated formula must be tested before feeding to the child. If a microwave is used, the Minneapolis Public Health Department recommendations for microwave use must be followed (see attached).

Use of breast milk or homemade baby food requires special care and preparation. Our program will accept children with feeding requests of this kind only after special procedures have been developed that are in agreement with our health consultant and the child's parent/guardian.

The center provides bottles, infant formula and infant food. Baby food once opened, must be refrigerated immediately and used the same day. It must not be out of the refrigerator beyond feeding time.

Formula remaining in a bottle after the feeding must be thrown out and not used for another feeding.

C. Toddler, Preschool and School-Age

Toddlers, preschoolers and school-agers are served breakfast, lunch and two snacks. The center provides for children's nutrition and helps them develop healthy eating habits by serving a tasty variety of healthy foods - fresh fruits, vegetables and foods made with whole wheat flour and a minimum of sugar, salt and additives. Children should be encouraged to practice serving their own food.

Teachers are expected to sit with the children at meal times and model healthy eating habits. Teachers do not eat foods other than those being served in front of the children.
Teachers do not eat snacks from outside the center in front of children. Teachers may drink beverages such as coffee or pop in the classroom only if they are in a mug and kept out of reach of children.

D. Drinking Water

Drinking water must be available to children from drinking fountains or in single service cups, throughout the hours of operation and offered at frequent intervals.

XI. Guidelines for Interaction with children

A. Guidance

The goal of guidance and discipline within the Children's Center is to assist the children in developing safe and appropriate ways of interacting with others and with the environment.

Our aim is to help each child acquire a healthy self-concept and self-control as they establish, apply and practice acceptable behaviors in a variety of situations.

Guidance begins with respect for each child and adult and the establishment of a warm relationship between individuals. It is based on the consideration of each child's developmental level, interests, needs, abilities and physical status.

Guidance provides limits which are few in number but clearly explained and consistently followed. It relies on a conducive environment which includes:

comfortable, attractive and age-appropriate furnishings;
a variety of age-appropriate materials;
a well-paced curriculum;
adequate adult availability to children;
sufficient food and rest.

We use positive guidance and discipline in which:

Each child is provided with positive model of acceptable behavior.
Guidance is tailored to the developmental level of the child.
Children and groups are redirected away from problems toward constructive activity in order to reduce conflict.
Children are taught how to use acceptable alternatives to problem behavior.
The safety of children and staff is protected.
Immediate and directly related consequences for unacceptable behavior are provided.
Techniques used include prompting, ignoring, intervention, and the teaching and encouraging of problem solving.

B. Dealing with Unacceptable Behaviors

Steps to follow in the case of child's persistent unacceptable behavior:

1. Observe and record the behavior of the child and staff response to the behavior (Lead Teacher, Program Manager or Director).

2. Develop a plan to address the documented behavior in consultation with the child's parent/guardian and with other persons and professionals, if appropriate.

Children are never subjected to corporal punishment, verbal or emotional abuse, solitary isolation or the withholding of basic needs. We do not use "time outs".

The Children's Center does not use the "time out" or separation from the group as a behavior management technique except in very extreme and pre-planned situations. We follow the DDS directions regarding separation from the group.

No child may be separated from the group unless the teacher has tried less intrusive methods of guiding the child's behavior (such as modeling, redirection, prompting, ignoring, intervention, active listening, direct talking, and teaching and encouraging of problem solving) which have been ineffective, and the child's behavior threatens the well being of the child or other children in the Center. If a child requires separation from the group as a behavior guidance technique, the child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation. A child between the ages of six weeks and 16 months must never be separated from the group as a means of behavior guidance.

C. Separation Report - All separations from the group must be noted on a daily log. The license holder must ensure that notation in the log includes the child's name, staff person's name, time, date and information indicating what less intrusive methods were used to guide the child's behavior and how the child's behavior continued to threaten the well being of the child or other children in care.

D. Safety Hold Policy - The Minnesota Child Care License Rule prohibits "the use of physical restraints other than to physically hold a child when containment is necessary to protect a child or others from harm."

Staff will use a safety hold to physically restrain a child only when the child is endangering or injuring her or himself or others and when other reasonable means of redirecting the child have been tried. Training in use of a safety hold must be provided to each staff member before they may use it. Use of a safety hold must be documented on the safety hold form and parents must be informed.

E. Behavior Management Techniques

The best help is to plan effectively and to think ahead to foresee trouble rather than just "fixing up" difficult moments. State directions in a positive rather than a negative form. "We walk indoors," rather than, "Don't run." Follow these examples:

1. Give choices only when you want the children to have an option. "It's time to go outside," rather than, "Do you want to go outside."
2. Use quiet, confident tone of voice when speaking directly to children as commands encourage resistance. Approach child and speak closely rather than shouting across the room.
3. Be specific and concise in direction as fewer words may be easier to follow.
4. Create an interest in the desirable behavior, such as helping with clean-up.
5. Remember that non-verbal as well as verbal messages are received by children.
6. If you get the children stimulated by an activity, be prepared to present a quiet activity to help them calm themselves.
7. Keep yourself positioned to allow for observation of the entire room while you work with one or a few. In being alert to the total situation you can forestall a difficult one.
8. Planned ignoring to eliminate a certain behavior needs to be a team effort. All staff should participate or it won't work. Keep in mind the child's age, developmental level and safety factors.
9. Be in touch with your own feelings, accept these as part of your total response when you are working with a situation.
10. Have transitions/activities ready ahead of time - do not force the child to wait.

Do

Speak at eye level whenever possible.
Remove a child or object that is a catalyst to a dangerous moment.
Encourage a child to become progressively independent.
Redirect and channel behaviors to another activity or area.
Let children know what you expect.
Take time for talking and explaining.
State fair, clear, firm limits and stick to them.
Tell children what they can do rather than what they can't do.

Don't

Grab
Pull by the hand or arm
Swing by the arms
Yell
Shame
Embarrass
Use comparisons
Use good/bad boy/girl statements; they contradict the "YW's" philosophy and damage self-esteem
Withdraw or give food or affection as reward or punishment

Please remember that each child is an individual and at his/her own developmental level. Not all of these suggestions will work for each child, but they should be taken into consideration by the classroom staff.

Use your weekly planning meetings to discuss any concerns about individual children. During difficult times, keep in mind that these are young children and not "little adults". A sense of humor and a little love will help you to see "light at the end of the tunnel."

F. Communication with Children

Infants are able to communicate in a variety of ways such as smiling, reaching, flapping arms, kicking legs and babbling. Crying is also another acceptable way for them to communicate.
As you care for and form attachments to the infants, you will quickly learn to differentiate between the hungry cries, tired cries, "I'm hurting" cries, and "I'm bored" cries! It's very important for the caregivers to understand and realize that the babies are crying for a reason. A quick response will help the infant learn to trust the caregiver and realize that we offer a safe and dependable environment for her/him to spend his/her days.

Positive communication with children of all ages will strengthen their comfort level in the classroom. Because we want the children to be happy, content and emotionally secure while in our care, we are very selective in the language we use while guiding the children's behavior. If the children are not playing with toys or each other in an appropriate way, we redirect them by saying, "That's not okay" rather than, "No". "No"is only for extreme situations when a child might be in danger or endangering another child. Please keep in mind that if we strive to be positive in our caregiving the rewards will be happy and content children.

G. Physical Nurturing

The Children's Center believes that physical nurturing is essential for the healthy development of young children.

While specific teacher styles may differ from classroom to classroom, spontaneous physical nurturance of children within the programs is appropriately expressed by, for example, hugging/holding, holding on laps, kissing, carrying, rocking, rubbing/patting backs. Physical nurturing must be respectful of and acceptable to the child.

XII. Reporting to Parents and Assessment of Children's Progress

Each family should have a pre-enrollment intake conference to learn about the center and tell us about their child. Each primary caregiver will provide a daily note about the child's day (required for infants, and upon parent request for toddlers, preschool and schoolage). Each child's development is assessed formally every six months and reported on the Developmental Assessment Form. The information is used in parent/guardian conferences offered at least twice a year. It is also used as a basis for planning appropriate learning activities and as a means of facilitating optimal development for each child. Parents/guardians or staff may initiate a phone or in person conference at any time.

XIII. Planning, Curriculum and Program Evaluation

Full time staff participate in weekly classroom planning meetings as well as bi-monthly age level meetings. The Center long range curriculum for each age level is available for all staff and all staff should be familiar with it as well as with the principles of developmentally appropriate curriculum culturally competent care and anti-bias curriculum. (see attached Children's Center policy on Celebrating Holidays)

All lead teachers participate in monthly lead teacher meetings. Meetings and non-break time while children are napping are paid as planning and record-keeping time and should be used accordingly.

At least annually, parent/guardian, staff and other professionals are involved in evaluating the program's effectiveness in meeting the needs of children and parent/guardian.

XIV. Other Procedures and Responsibilities

Classroom staff are responsible for timely and accurate completion of: daily Sign in/out sheets, monthly attendance sheets, current emergency cards for each child, semi-annual development assessments of each child, field trip permissions and accident reports.

A. Equipment/Supplies and Field Trip Check Requests - Reimbursement for purchases or advance check requests should be made through the Program Manager or Lead Teachers.

B. Field Trips - Trips requiring transportation require the Program Manager's permission. Transportation must be by YWCA Youth Services vans, a chartered school bus or MTC bus. On walks, children must be under constant supervision. Each child must be assigned to one of the accompanying adults who must keep track of their assigned children at all times. When the group is large enough to require more than one adult, one adult must lead the group and one adult must follow the group. Aides may not be alone with children except during transition times, to accompany children to and from the bus stop or when within sight or hearing of a Lead or Assistant Teacher.

C. Walks - Any group leaving the building must tell someone who will be staying at the Center where they will be and when they will return. The class first aid kit, emergency cards and a quarter must go on every trip. Any group that leaves the block must have two adults unless they have special permission of the Program Manager.

1. Infants - one adult staff member (not an afternoon aide or outside sub) may walk alone with a maximum of three infants in a stroller to the parks or three or four blocks from the Center.

The infants will stay in the stroller unless there are two adults or permission of Program Coordinator has been obtained.

2. Toddlers - one adult staff (not an afternoon aide or outside sub) outside alone with a maximum of three toddlers in a wagon or up to six toddlers in a cart to the parks of three or four blocks from the Center. The toddlers will stay in the cart or wagon unless there are two adults. If the children are walking, the group will stay on the block (i.e. cross no streets).
3. Preschoolers - one adult staff member (not an afternoon aide or outside sub) outside alone with a maximum of eight children must stay on the block (i.e. cross no streets).
4. Schoolagers - one adult staff member (not an aide or outside sub) with a maximum of ten children.

D. Late Pick-up Fees - A late fee is charged to any parent/guardian who picks up their child after closing time. If parent/guardian notifies the Center a half hour before closing time that they will be late, the fee is reduced (see Parent Handbook for fee amounts). **The staff member must record the late fee on the sheet provided at the back of the sign-in/out book.** Parents make late fee payments directly to the staff person staying late at the time of the late arrival. Frequent lateness can be cause for exclusion from the center.

E. Maintenance Requests - When needing repairs to equipment and/or rooms, contact the Program Manager, building maintenance or the safety person. All staff must inspect all areas used by their class daily and report any hazards to their supervisor immediately.

F. Telephone Courtesy - We ask that all staff members limit their usage of the phone for personal business to their break times.

In answering the telephone, we recommend this script:

Downtown Children's Center "_Children's Center (or name of classroom),this is (your name). May I help you?"

Phillips Children's Center "Phillips YWCA Children's Center, may I help you?"

If you need to transfer a call elsewhere: "__________________ is in another area at extension ______. Please, hold on while I transfer you."

In cases where there are calls for staff who are directly involved with the children, do not interrupt them but take a message so that the person can return the call at a more convenient time.

If a call is about Children's Center business, please direct the call to either the Administrative Assistant (332-0501, ext. 3171), Director (332-0501, ext. 3169) or Program Manager.

G. Smoking - Smoking is not allowed in the Children's Center or YWCA buildings or at any time children are present. Because passive smoke is damaging to young children's lungs, staff should avoid exposing young children to smoke or smoke exposed clothing.

XV. Children's Center Work Arrangements

These working arrangements have been determined and agreed upon within the Children's Center Department and are superseded by the YWCA Personnel Policies. Please consult the YWCA Employee Manual for information about sick leave, vacation and personal leave.

A. Breaks - All full-time classroom staff may take a one-half hour paid break each day. Part-time staff may be take a 15 minute break for every four hours worked. Breaks are scheduled by the Lead Teacher and Program Manager.

B. Holidays - The Center is closed and full-time staff are paid for eight (8) regular holidays:

New Year's Day
Martin Luther King's Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
Christmas Eve
Christmas Day

The Center is also closed the day after Thanksgiving.
Staff use either a personal holiday, a vacation day or a day without pay.

In addition, each full time staff member may take up to four personal holidays each calendar year which may be taken anytime with prior approval of supervisor. Holidays are granted and must be used within each calendar year.

C. Vacation - See YWCA Employee Handbook

All vacation and personal holidays must be cleared ahead of time with the employee's supervisor and the Program Manager at least one week in advance.

D. Sick Leave - See YWCA Employee Handbook

Staff must call to request an absence at least one hour before their shift is due to start.
In addition to taking time off because of illness, accumulated sick leave may be used for doctor, dentist, physical therapy and mental health appointments if they must be made during an employee's regular work day. A maximum of two hours sick leave per staff schedule so that the substitute works the middle (8:00-4:00) shift. If you are too sick to come in to work, you must call your Program Manager early in the morning or preferably, the night before.

Since the YWCA short-term disability benefit does not begin until after 8 consecutive days of illness, all staff are encouraged to use sick leave wisely and save it up in case of a prolonged illness.

E. Emergency Leave - Up to five consecutive days with pay may be allowed in an emergency, such as death or critical illness in the employee's immediate family (parents, children, significant other) after consultation with the employee's immediate supervisor and Program Manager.

F. Leave Without Pay - See YWCA Employee Handbook

G. Jury Duty - See YWCA Employee Handbook

H. Staff Development - All full-time teaching staff must obtain at least 40 hours of in-service training per year, all part-time teaching staff must obtain the equivalent of 2% of their annual work hours. Children's Center provides approximately 30 hours each year at the Center through in-service and staff development week training. Staff must keep a record of in-service received each year on the Employee Staff Development Training Record.

Children's Center will reimburse each full-time staff member for up to $100 per year for in-service workshops and/or classes taken. Part-time staff members may be reimbursed at a pro-rated level. Classes must be approved by the Program Manager and Director in advance and must be completed successfully or the tuition repaid.

Children's Center full-time employees may use up to 16 hours per calendar year of paid work hours or earn staff development time for hours spent during non-work hours taking in-service workshops or classes. Part-time employees may be paid for a pro-rated number of hours spent taking in-service workshops or classes. Use of earned staff development time must be scheduled, with one day's advance notice, with the employee's supervisor and used within the same week it was earned at a maximum of three hours per occasion and a maximum of six hours per week.

YWCA Standards and Personal Policies are the final authority for benefits.

*Note - Part-time employees who work 1000-1559 hours per year will receive pro-rated benefits if they have qualified by having worked at least 1000 hours in the previous year. See YWCA Employee Handbook for specifics.

I. Performance Evaluation

Performance reviews are conducted annually, before the employee's anniversary of employment by the employee's supervisor. The evaluation includes peer evaluations, a cultural competence statement, classroom observation, an opportunity for the employee to evaluate their own performance and a private discussion of the evaluation. The written record of the performance review is confidential and kept in the employee's file. Evaluation criteria are available in advance. A plan for staff training is generated from the evaluation process. Annual salary increases are based on the evaluation score and the YWCA salary scale.

CHILD CARE PROGRAMS
BANGOR-BREWER YWCA
17 SECOND STREET
BANGOR ME 04401

Revised 2/95

EMPLOYMENT PROCEDURES

APPLICATION

All persons seeking staff-level involvement with our programs must complete an appropriate APPLICATION FOR EMPLOYMENT.

The application package addresses and includes:

1) current and past personal information
2) education and training
3) work history
4) WORK HISTORY INFORMATION RELEASE AUTHORIZATION
5) personal references
6) supplemental information- child development and techniques

ADMINISTRATIVE REVIEW

All returned APPLICATIONS FOR EMPLOYMENT will be reviewed for completeness. In the event an application is found to be incomplete, the application will be either:

1) returned to the applicant for completion, or
2) eliminated from further consideration.

Applicants with inappropriate education, work experience and/or child development orientations will be screened out at this point.

ADDITIONAL INFORMATION

Work History Information and Personal Reference Information will be initiated on all successful substitute, workstudy, intern and volunteer applicants at this time. This information will also be sought on finalists for all regular child care positions.

EMPLOYMENT RECOMMENDATIONS AND DECISIONS

Child care employees are required to obtain CPR certification within 3 months of employment.

PROBATIONARY TERMS

Successful applicants and candidates may begin employment before all ADDITIONAL INFORMATION has been received by the office. Evidence of involvement in actions posing serious harm or threat of serious harm to the health or welfare of children may result in suspension and/or termination of employment.

Routine probationary periods for regular professional employees of the YWCA Child Care Programs extend for six months.

REVISED 12/95

STAFF ORIENTATION CHECKLIST

EMPLOYEE____

POSITION________________________STARTING DATE______________

Each employee needs to have the following in his/her personnel file:

______Signed completed application
______I-9
______W-4
______SBI (18 and over)
______Signed Code of Conduct
______3 References (Employment if possible - 3 most recent)
______Half Pink Data Sheet
______Yellow Personnel Document
______Provisional period and personnel policy signature page
______Worker's Permit (age 15 and under if they are on the payroll)
______Copy of Immunizations (all staff born after 1956)
______Medical Form (all nursery school staff)
______Copy of Driver's License, CPR, etc..(Anything that is required)
______Signed Evaluations (as they are completed)
______Infant Room Protocol signature page (if required)
______Copy of Hepatitis B Vaccine Card (or Declination Statement) if required
______Hazardous Communication Training Signature Sheet
______Bloodborne Pathogens Training Signature Sheet
______Transportation Protocal Signature Sheet

Employees will notify their supervisor and the controller whenever they have a change of address, name, etc.

Each employee needs to receive the following and review with Supervisor:

______Job Description
______Bloodborne Pathogens Exposure Control Plan
______Personnel Policies
______Code of Conduct
______Child Abuse and Neglect Policy
______Safety information
______Hazardous Communication Program
______Material Safety Data Sheets
______Health Policy
______State Regulations Book
______Blank Evaluation Form
______Parent Handbook
______Resource Room List
______Response to Media Inquiry Sheet

______Staff who drive vehicles memo
______Accident Report Memo
______Benefit forms (Health & Life) Full time only
______Benefit memo (Program use)
______Classroom Schedule (if appropriate)
______Playground Rules (if appropriate)
______Handouts appropriate for age group hired to work with

Each supervisor will maintain an office file on each employee including:

______Personnel file sheet (record vacation, sick time, etc.)
______Record of attendance
______Record of training

Director of Youth and Child Care Services needs to receive the following for each employee:

______Child Protective Release form
______SBI
______Name as it is written on Driver's License, License # and DOB for anyone who will be driving YWCA vehicles
______Starting date for all new employees and employees changing jobs

Tour for all incoming employees will include:

______Indoor space (Including supply closets)
______Outdoor space
______Fire exits
______Location of fire extinguishers
______Location of first aid kits and supplies
______Where to store personal belongings
______Sign out sheet
______Restrooms
______Pool (if appropriate)
______Gym (if appropriate)
______Locker rooms (if appropriate)
______Location of Material Safety Data Sheets

General information to be discussed with all incoming staff will include:

______First aid procedures
______Time sheets and overtime
______Requests for time off
______When they get paid
______When staff meetings are held
______Benefit package
______Vacation time
______Sick time
______Fundraisers (who to check with)
______What to do in case of Fire Alarm
______Fire Drills

______All PR goes through Director of Youth & Child Care Services
______The use of examples by staff in a classroom environment (i.e. Arts and Crafts)
______How to call in sick
______Holidays
______Provisional Period
______Evaluation procedures/Explanation of salary increases
______Program Philosophy
______Goals and objectives (self-esteem)
______Curriculum
______Program hours
______Work schedule (hours, lunch, breaks, etc.)
______Discipline (in-depth discussion/give appropriate handouts)
______Parent/staff interaction
______Parent involvement
______Separation issues
______Confidentiality
______Lesson plans (if appropriate)
______Copy machine usage
______Developmental screenings
______Parent/teacher meetings
______Keys to successful transitions
______Setting up your environment
______Supply requests
______Importance of playground supervision
______Bulletin board responsibilities
______Newsletter responsibilities
______Persons picking up children exhibiting signs of intoxication
______Regular meetings
______Parking
______Field trips
______Holiday celebrations
______Religion
______Sexuality and children
______YWCA mission/purpose
______Phone calls - incoming and outgoing (How to transfer calls etc.)
______Cellular Phone use
______Dealing with irate parents
______Leaving children unattended
______In house communication
______Medications - Staff and child (Including forms)
______What to do when you need to leave the classroom
______Doctor appointments
______Information appropriate for age group hired to work with.
______Staff training
______Child development
______Incident reports

Each employee is responsible to read the following:

______"A Very Practical Guide to Discipline with Young Children"; Grace Mitchell

______Developmentally Appropriate Practice

Each employee is responsible to view the following:

______First Aid Video
______Appropriate Discipline Video
______Lifting Video
______Bloodborne Video

STFFCHKL-9/17

Conducting Effective Interviews

Well-prepared, committed, caring staff are the key to offering high-quality early childhood education. The hiring process enables the Child Care Director and any others involved in making the decision to identify those people who

- meet the job requirements, qualifications, and expectations for the position
- are most likely to work as an effective team member to carry out the YWCA's mission and your association's vision with families and children
- will contribute to the diversity of staff
- can relate well to colleagues, volunteers, families, and children
- are willing to continue to grow professionally and personally

This process also offers interviewers the opportunity to inform candidates and people with whom they speak about the YWCA, its mission, and programs.

Before the interview process begins, it is important to have an up-to-date, accurate job description. In most instances, the interview process begins with an announcement of the job opening. YWCAs typically will announce the position first to the other staff and substitutes, and then publish a call for candidates, perhaps in a

Types of questions to ask to help you determine whether a candidate for teacher/caregiver is a good match for your YWCA's child care program:

- What was one of the most successful activities you ever did with children? Why?
- What was one of the most difficult child care situations you ever faced? How did you handle it?
- If two children were arguing over a unit block, how would you respond?
- If you heard a child make a derogatory comment about another child's race, family, language, or religion, how would you handle the situation? What if a child's family member made a similar comment?
- What would you do if parents asked that their son not be allowed to wear "girl" dress-up clothing in the pretend play area?
- What are you most curious about? What activities do you enjoy most?
- The YWCA provides programs and engages in advocacy on issues, some of which are controversial. As an employee of the YWCA, what would you do if your personal opinion differed from one of the organization's positions?
- The YWCA has a pro-choice position. What would you do if a parent came to you and told you that she was pregnant and needed information as to where to go for an abortion?

professional newsletter or the local newspaper. Director candidates, especially for large programs, may be sought through a state or national pool such as the YWCA of the U.S.A. Job Lines. Be sure to state the minimum qualifications for the position and the form in which you would like the application (telephone inquiry, resumé, online by computer, in person).

After applications are received, the director (or committee) sifts through them carefully and identifies four or five candidates that appear to be the best match for your association. Directors usually follow up with a phone call first, and then invite the most promising applicants for an interview.

Study the application. Plan the questions you will ask to fill in any gaps in the information and to get a good sense of the person's capacity as a child care provider. Make the applicant comfortable, and keep the interview fairly brief. Open-ended questions, such as those here, are more revealing, not only for what is said, but for how it is communicated and what is left out.

Take notes, so that candidate responses can be reviewed later. Be sure to ask whether the person has any questions or comments about the position or program, and provide copies of written information about your program and the position.

Some associations may invite the two or three best candidates back for a second interview before making a final decision. Here are some interesting strategies for the return visit—and that may give further insights about their skills:

- ▶ Conduct a tour of the classroom, and observe how the candidate interacts with the children, most of whom will be curious about any visitor.
- ▶ Schedule the candidate to spend a half hour in the child care program carrying out a prepared activity. Ask an experienced staff member to write an evaluation of the candidate's participation with children, other staff, and families (if applicable).
- ▶ Ask the individual to bring a favorite children's book to read to a class of the same age as the job opening.

These first-hand experiences will give you a much fuller impression of the candidates' overall approach to working with children.

After all references are checked and the decision has been made, make the job offer first to the person you have chosen. When the offer has been accepted, be sure to notify the other candidates of the decision as well. If some people seemed promising, ask whether they would be interested in working as substitutes, or would like to be called when another opening is available.

Interview Records

Process for Selecting Caregiver Candidates

Candidate name ____

Best time to contact and phone ________________________________

Background Information

______ application/resumé/references
______ health records
______ state criminal record check
______ documentation of pertinent education

Interview

Date ____________ Time ____________ Questions and responses ____________

____

____

Candidate Provided With

______ job description
______ YWCA mission, child care vision statement, and program description
______ salary, benefit, and working conditions information

Follow-up Interview

Date ____________ Time ____________ Plan ______________________

____

____

Decision regarding position

______ hire
______ ask about interest in substituting
______ maintain on file
______ close file

Lawful and Unlawful Interview Questions Adapted From Guidelines for Human Resources Management (YWCA of the U.S.A., 1994)

In compliance with Title VII of the Civil Rights Act, 1964 and 1991, Discrimination in Employment and the Equal Opportunity Act, 1972, and The Americans With Disabilities Act, 1990, job interviewers may not ask questions pertaining to the following:

Place of birth, family background, race, health, religion, age, life-style, spouse's background, children, disabilities, marital status, or conviction records, unless based upon a bonafide occupational qualification.

The following list, adapted from the New York State Division of Human Rights, Executive Department, 1988, will help interviewers in thoughtfully designing their pre-employment interview questions. (Be sure to check your own state laws.)

Name

Lawful: Have you ever worked for this company under a different name? Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work record? If yes, explain.

Unlawful: Original name of an applicant whose name has been changed by court order or otherwise. Ethnic association of applicant's name. Maiden name of a married woman. If you have ever worked under another name, state name and dates.

Address

Lawful: Applicant's place of residence.

Unlawful: Inquiry about whether applicant owns or rents a home.

Birthplace

Unlawful: Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.

Race or Color

Unlawful: Complexion or color of skin. Coloring.

Religion or Creed

Unlawful: Inquiry into applicant's religious denomination, religious affiliations, church, or parish, religious holidays observed.

Applicant may not be told, "This is a (Catholic, Protestant, or Jewish) organization."

National Origin and Ancestry

Unlawful: Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. Nationality of applicant's parents or spouse.

Gender and Family Composition

Unlawful: Inquiry as to gender of applicant and/or dependents.

Marital Status

Unlawful: Do you wish to be addressed as Mrs.? Miss? or Ms.? Are you married? Single? Divorced? Separated? Name or other information about spouse.

Birth Control

Unlawful: Inquiry as to capacity to reproduce, advocacy of any form of birth control, or family planning.

Age

Unlawful: How old are you? What is your date of birth? What are the ages of your children, if any?

Physical Limitations and Accommodations

Lawful: Whether an applicant has the ability to perform essential functions of the job. If there is an obvious disability, or applicant voluntarily discloses a hidden disability, may ask about accommodations.

Height and Weight

Unlawful: Any inquiry as to height and weight of applicant, except where it is a bonafide occupational requirement.

Photograph

Unlawful: Requirement or option that applicant affix a photograph to employment form at any time before hiring.

Citizenship

Lawful: Are you legally eligible for employment in this country?

Unlawful: Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the United States; the date when such parents or spouse acquired citizenship.

Language

Lawful: Inquiry into languages applicant speaks or writes fluently, if bonafide occupational requirement.

Unlawful: What is your native language? Inquiry into how applicant acquired ability to read, write, or speak a foreign language.

Education

Lawful: Names of applicant's relatives already employed by this organization.

Unlawful: Names, addresses, ages, numbers, or other information concerning applicant's spouse, children, or other relatives not employed by the organization.

Notice in Case of Emergency

Unlawful: Name and address of person to be notified in case of accident or emergency (this may be asked after hiring).

Military Experience

Lawful: Inquiry into applicant's military experience in the Armed Forces of the United States or in a state militia. Inquiry into applicant's service in a particular branch of the U.S. Army, Navy, etc.

Unlawful: Inquiry into applicant's military experience other than in the Armed Forces of the United States or in a state militia.

Organizations

Lawful: Inquiry into applicant's membership in organizations which the applicant considers to be relevant to his or her ability to perform the job.

Unlawful: List all clubs, social fraternities, societies, lodges, or organizations to which the applicant belongs where the name or character indicates the race, creed, color, religion, national origin, gender, or ancestry of members.

Arrest Record and Convictions

Lawful: Have you ever been convicted of a crime? If yes, give details. (An applicant may not be denied employment because of a conviction record unless there is a direct relationship between the offense and the job or unless hiring would be an unreasonable risk.)

Unlawful: Have you ever been arrested?

Driver's License

Lawful: Do you possess a valid driver's license (if bonafide occupational requirement).

Unlawful: Requirement that applicant

produce a driver's license.

Experience

Lawful: Inquiry into work experience.

Financial Status

Unlawful: Applicant's debts or assets.

References

Lawful: Names of persons willing to provide references.

Unlawful: Name of applicant's pastor or religious letter of reference.

Reference

YWCA of the U.S.A. (1994). *Guidelines for human resources management*. New York: Author.

Figure 5.3 presents a format used by the YWCA of Greater Harrisburg, Pennsylvania, in summarizing an applicant's interview. A compilation of questions used by the YWCA's of Greater Harrisburg, Pennsylvania, Western New York, and White Plains and Westchester County, New York, are presented in Figure 5.4. The interviewer(s) should examine the questions to see which will be most effective in determining the appropriateness of an applicant for the respective position.

In Figures 5.5 through 5.7, resources used by the YWCA's of Bergen County, New Jersey; Bangor-Brewer, Maine; and Elkhart County, Indiana provide further assistance in the process of selecting new staff.

YWCA OF GREATER HARRISBURG AREA INTERVIEW QUESTIONNAIRE

Applicants Name:______________________________________

Appointment date and time:__________________________________

Arrival date and time from front desk:___________________________

Position Requirements (attach job description)

QUESTIONS ASKED AND RESPONSES:

1. Describe experience/background according to resume, and relate to YWCA position.
2. Describe an ideal work day.
3. What did you like best about your last job? Least?
4. What do you want (Like) in a supervisor?
5. Describe the ideal job.
6. If I call your references what will they say are your strengths? Weaknesses?
7. What were your grades in school?
8.
9.
10.
11.
12.

YWCA INFORMATION GIVEN

1. Mission ☐ 2. Public Policy priorities ☐ 3. Benefits, work week, etc. ☐

Interview Questions

General

1. Describe your experience/background according to your resume and relate it to the YWCA position for which you are applying.
2. Describe an ideal work day.
3. What did you like best about your last job? Least?
4. What do you want (like) in a supervisor?
5. Describe the ideal job.
6. If I call your references what will they say are your strengths? Weaknesses?
7. Describe a negative situation you have experienced and how you handled it.
8. What has been the most rewarding experience in your employment history?
9. What do you know about the YWCA?
10. Where do you see yourself five years from now?

General Questions Related To Children

11. Why do enjoy being with children?
12. What does nurturing care mean to you?
13. How do you feel we can best communicate acceptance and love to children?
14. Can you give me a brief statement about your philosophy of discipline?
15. How do you balance a child's individuality with conformity in the child care room program?
16. Give me an example of a rule you might use in your classroom and how you might communicate it to the children.
17. In your opinion what do children need most in a child care setting?
18. Do you have a particular age preference?
19. In general, what do you dislike most about children?

Group Management

20. Have you had lesson planning experience?
21. Which activities do you feel are better done in small groups? In large groups?
22. How will you insure that our cleaning standards are followed?
23. What would you do if:

    One child accuses another of cheating at a board game?
    A group of friends is teasing a new child in the program?
    A toy is missing from a child's bin at the end of the day?

Parents

24. What do you see as the role of parents in a child care program?
25. What would you to meet the unique needs of teen parents?
26. What ideas do you have for parent meetings/trainings?
27. Do you have any specific skills for involving parents in our program?

Communication To The Larger Community

28. What ideas do you have to keep communication open between the public schools and the child care center regarding students attendance, parenting needs, personnel needs, etc.?
29. Regular reports will have to be completed for our funders. How will you stay organized and maintain needed statistics and information.
30. What marketing technique would you use? In your opinion what is the best marketin- method?

Staff Management

31. What ideas do you have for staff training to help the staff be responsive to teen parents?
32. Describe what you feel is important when working with a team?

Curriculum

33. Describe how you would incorporate a multicultural, anti-bias curriculum in the center?
34. Do you believe school-age care differs from the school?
35. What do you imagine your typical afternoon would be like?

Assistant Director Questionnaire

Please answer the following questions briefly. (You will have 15 minutes).

1. What is your philosophy of early childhood development and education?

2. What does a good developmental program consist of?

3. Explain the difference between a teacher directed activity and a child directed activity.

4. Name five multicultural activities child care givers can implement in their lesson plans and or daily schedules.

5. Discuss some different ways to provide staff with materials while operating on a tight budget. (Be brief)

6. What are some important aspects of a good supervisor?

Page 2

7. Describe (briefly) how you would handle a parent who was very upset because she was insisting that she had paid her fees for the month. You handle the fees yourself and you are certain that she has not paid. Not only is she upset but she is yelling at you in front of the children and your Director is out at a meeting.

8. Two staff have come to you with the latest gossip about one of the other staff members. How would you handle this situation?

9. A staff member has come to you because she feels the lead teacher in her classroom is not following the lesson plans and the children are out of control in the room. Not only is she uncomfortable talking to the teacher herself but she is concerned about the amount of incidents (biting, hitting, etc.) and feels that it has gone too far. How would you address her concern while respecting her confidentiality?

10. Discuss at least 3 different roles of a good child care assistant director.

SUPPLEMENTAL INFORMATION

1. Outline your personal statement of philosophy regarding children and/or childhood.

2. Complete the following sentences:

Teachers need

A child feels happy when

In talking to parents, you should

3. Some children in our programs have been abused and/or neglected. Sometimes children who have had these experiences have difficulty accepting limits and/or restrictions. As a result, they may act out in a physical way and pose a danger to themselves and/or others.

What are some techniques you have used (or would use) to defuse such situations?

4. Much attention has been focused upon the sexual abuse of young children. In view of this, child care providers must be prepared to deal with sexual behaviors indicative of natural curiosity and behaviors indicative of abuse/exploitation.

What types of behaviors would you expect from a child expressing natural curiosity over human sexuality?

As a teacher within a day care environment, what are some techniques you have used (or would use) in dealing with these natural behaviors? ______________________________

____

What types of behaviors would you expect from a child who has been sexually abused or exploited?

____

____

As a teacher within a day care environment, what are some techniques you have used (or would use) in dealing with these behaviors? ______________________________

____

5. What would you encourage parents to look for when seeking a safe child care environment for their child?

____

____

I HEREBY ATTEST THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. I UNDERSTAND THAT FALSE OR MISLEADING INFORMATION MAY RESULT IN THE REJECTION OF MY APPLICATION OR RESULT IN MY DISMISSAL FROM EMPLOYMENT IF I AM SELECTED.

SIGNATURE OF APPLICANT: ______________________________

DATE: ______________________________

Reference Review

Applicant ____

Reference ____

1. Did you supervise ________________________ while she/he was employed at your agency, and if so, for how long?

2. What were his/her duties and responsibilities while under your supervision?

3. How would you rate her/his work performance?

   UNSATISFACTORY SATISFACTORY GOOD FAIR

4. Would you characterize her/him as "self-motivated"?

5. How would you rate her/his ability to work with other people — both adults and children?

   UNSATISFACTORY SATISFACTORY GOOD FAIR

6. Was she/he punctual? YES NO

   Did she/he maintain a good attendance record? YES NO

7. What one strength/weakness did she/he contribute to your agency?

8. Would you recommend her/him for this position? Specifically, would you place your children in her/his care? YES NO

Job Descriptions

Every YWCA child care employee—director, teachers/caregivers, assistants, cook, janitor—should have a written description of the conditions and terms of employment. Job descriptions clearly outline all the information that an employee should know regarding qualifications, working conditions, and responsibilities. A full set of basic job descriptions, including those for child care staff, is available in the Guidelines for Human Resources Management (YWCA of the U.S.A., 1994).

Each state determines the basic qualifications for caregivers and administrators. Especially in states where these standards are minimal, and in order to provide high-quality child care in accordance with our mission, YWCAs are urged to establish higher qualifications for all staff who work with children and families. Employees might be expected to have a higher level of education, more years of experience, and/or greater emphasis on continuing education. There is always more to learn—society is constantly changing, human development is better understood, and advances are being made in health care.

Job descriptions are likely to change for a number of reasons, including updates in state licensing requirements, adjustments to meet accreditation criteria, changes in labor laws, changes in job functions and conditions, and new knowledge in the profession. Therefore, an annual review of each job description by the employee, supervisor, and Child Care Director is recommended, usually at the time of a performance review or whenever changes are anticipated. The YWCA Executive Director will be involved in the

Components of comprehensive YWCA child care job descriptions

1. Name of position
2. Employment status (classification, compensation data, hours, benefits)
3. Immediate supervisor, grievance process
4. Qualifications (commitment to YWCA's Mission, experience, knowledge/skills, health, legal clearances)
5. Nature and conditions of work/summary of essential functions
6. Duties and responsibilities (including to perform other tasks as assigned)
    supervision
    administration
    program (teaching, curriculum)
    relationships with families
    teamwork within and beyond YWCA
    professional development
7. Signature and date of employee's acceptance
8. Date of last job description revision

job description revision process and is responsible for final approval. In some associations, the personnel committee also takes part in this process.

Reference

YWCA of the U.S.A. (1994). *Guidelines for human resources management*. New York: Author.

Sample Child Care Job Descriptions

The YWCA of Fort Worth and Tarrant County, Texas, has developed a child care classification and qualification system which is illustrated in Figure 5.8.

YWCA of Fort Worth and Tarrant County

CHILD CARE CLASSIFICATION AND QUALIFICATION SYSTEM

DIRECTOR III

Master's Degree in Child Development, Early Childhood Education, or related field. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program. Must be committed to maintain YWCA's NAEYC Accreditation.

DIRECTOR II

Bachelor's Degree in Child Development, Early Childhood Education, or related field. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program. Must be committed to maintain YWCA's NAEYC Accreditation.

DIRECTOR I

Associates Degree in Child Development, Early Childhood Education, or related field. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program. Must be committed to maintain YWCA's NAEYC Accreditation.

ASSISTANT DIRECTOR II

Associates Degree in Child Development, Early Childhood Education, or related field. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program.

ASSISTANT DIRECTOR I

CDA Credential in Child Development. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program.

LEAD TEACHER III

Associates Degree in Child Development, Early Childhood Education, or related field. Minimum of two years experience in a licensed child care program, preferably a NAEYC Accredited Program.

LEAD TEACHER II

CDA Credential in Child Development. Minimum of three years experience in a licensed child care program, preferably a NAEYC Accredited Program.

LEAD TEACHER I

High School Diploma. Minimum of four years experience in a licensed child care program, preferably a NAEYC Accredited Program.

TEACHER III

CDA Credential in Child Development. At least one year of experience in a licensed child care program, preferably a NAEYC Accredited Program.

TEACHER II

High School Diploma. At least two years of experience in a licensed child care program, preferably a NAEYC Accredited Program.

TEACHER I

High School Diploma. Less than two years of experience in working in a child care program, preferably a NAEYC Accredited Program.

COOK

High School Diploma. Two years in related position/field.

This job classification will be phased out January 1999 due to more stringent educational requirements. Beginning in 1999, all Lead Teachers must have at least a CDA Credential.

Note: A college degree in another field with at least 12 hours in child development will be considered as an equivalent to a degree in Child Development.

YWCA of Fort Worth and Tarrant County

PROPOSED CHILD CARE CLASSIFICATION AND QUALIFICATION SYSTEM BY STEPS

STEP 1: Must be in Step 1 at least 1 year and have satisfactory annual job performance evaluation to be eligible for Step 2.

STEP 2: Must be in Step 2 at least 1 year and have satisfactory annual job performance evaluation to be eligible for Step 3.

STEP 3: Must be in Step 3 at least 1 year and have satisfactory annual job performance evaluation to be eligible for Step 4.

STEP 4: Must be in Step 4 at least 1 year and have satisfactory annual job performance evaluation to be eligible for Step 5.

STEP 5: Must be in Step 5 at least 2 years and have satisfactory annual job performance evaluation to be eligible for Step 6.

STEP 6: Must be in Step 6 at least 2 years and have satisfactory annual job performance evaluation to be eligible for Step 7.

STEP 7: Must be in Step 7 at least 2 years and have satisfactory annual job performance evaluation to be eligible for Step 8.

STEP 8: Must be in Step 8 at least 3 years and have satisfactory annual job performance evaluation to be eligible for Step 9.

STEP 9: Must be in Step 9 at least 3 years and have satisfactory annual job performance evaluation.

Teamwork With YWCA Colleagues and Allied Professionals

People who work in child care, especially in family-based programs, may feel isolated and out of touch with the adult world. YWCA group care settings are ideal for maintaining contacts with others who work and volunteer in a variety of capacities.

YWCA Teamwork

YWCAs have different governance structures, so relationships among the board, Executive Director, Child Care Director, child care staff, and volunteers will vary from association to association. The Executive Director or her designee should orient all new staff to the governance model used.

Regular communication and coordination ensure that everyone on the YW staff is working toward the same vision in ways that complement each other. The Executive Director oversees all programs, including child care. Keep her informed about your activities, and make her aware of new ideas you would like to implement. She may have additional resources to suggest.

All YWCA employees are mutually responsible for creating and sustaining an environment that is receptive to one another's work and the issues which affect that work. Other departments in the YWCA can be a resource for your program—especially in areas such as marketing and advocacy—so be sure to coordinate efforts with every department.

Volunteers are another valuable resource for YWCA child care programs. They might read stories, sing with children, help out at meal time or in preparation for naps, assist with transitions or field trips, lend expertise regarding fundraisers, or add to your association's marketing efforts. Be sure these contributions are recognized, not only through the YWCA's efforts, but also by personal expressions of thanks from the child care staff and children.

Ask the questions found on page 190 to help determine how well employees and volunteers in your YW work together to achieve your vision and the YWCA's mission.

Collaboration With Professional Organizations

In nearly every community there are local affiliates of professional organizations such as the National Association for the Education of Young Children, child care provider groups, and school-age care groups. The people and resources in these organizations can offer valuable contributions to the continuing professional development of YWCA child care staff. Many also engage in advocacy activities on behalf of children and families, so your efforts can be coordinated with these groups as well.

Be sure the child care director and as many staff as possible are involved in local, state, and even national activities sponsored by these organizations. The inclusion of YWCA staff in these organizations can further contribute to marketing efforts and to recruitment of well-qualified staff. Additional recommendations for making the most of these resources are included in the "Professional Development" section of this chapter.

Networking With Allied Professionals

Allied professionals in your community can be a rich source of support for YWCA child care staff and families. Build professional links with people in related fields such as these:

Health care workers — pediatricians, family physicians, dentists, nurse practitioners, nurses, public health officials, poison control centers, prevention programs, nutritionists

Special educators — speech and hearing specialists, physical therapists, local education agency staff, agencies that serve children with disabilities

Questions to Ask About YWCA Teamwork

What steps are taken to ensure that all YWCA staff and volunteers are informed about the YWCA mission and history? How is this information applied to create a diverse, collegial working and learning environment?

Do YWCA policies ensure that child care workers have equitable salaries, benefits, and working conditions?

How readily do YW leaders consult with each other before making decisions that affect one another? Are these decisions accepted graciously?

How well do YW staff respect each other's space, equipment, and supplies?

How frequently do staff call upon each other for expertise, recommendations on community contacts, perspectives on issues, and support in carrying out shared obligations?

On public policy issues affecting children and families, how well do the board, administration, and child care staff work together? In what other ways do child care staff—and the entire YWCA staff—portray themselves as a professional team to families and the community?

Are YW child care staff viewed as experts in their fields by the other employees? What types of information do they share with other staff? How often are they called upon to aid in planning other YWCA programs for children and families?

How effectively do guiders in child care rely upon other YWCA staff (health, fitness, nutrition) before developing programs and activities in these areas?

What procedures ensure that YW staff routinely coordinate and collegially negotiate the use of shared space or equipment?

How often do all YWCA staff formally and informally share information about their respective programs and expertise? How are discussions kept open among staff, and confidential?

Are mothers or female guardians of child care participants encouraged to serve in volunteer and leadership positions (e.g., committees and/or board) of the YWCA? Does a YWCA board member serve as a liaison on the child care committee or parents group?

Are child care staff invited to association-wide events, as appropriate and consistent with the inclusion of other staff?

Mental health professionals — psychologists, psychiatrists, family therapists

College and university staff — researchers, student teacher placement officials, volunteer coordinators, professional development leaders

Social service agencies — social workers, parenting support staff, shelters for homeless or abused women, children and youth services, family planning centers, counseling services

Service organizations — United Way, League of Women Voters, Junior League, AAUW, Literacy Council, other YWCAs and YMCAs in the area, Cooperative Extension (Family Living and 4-H), religious communities, Red Cross, Kiwanis, teen parenting programs

Educators — other child care providers, teachers and administrators of elementary schools, Head Start staff, librarians, child care referral services, high school child care and parenting preparation instructors, local affiliates of national professional organizations

Decision makers and shapers — city, county, state, and federal government administrative and elected officials; school boards; local newspapers, radio, and TV stations; state licensing personnel; child and family advocates

Teamwork with these individuals— all YWCA staff, volunteers, allied professionals — is essential for high-quality child care. Professionals who work in a variety of capacities with children and families can learn a great deal from each other, share pertinent information in times of need, and work toward establishing a seamless network of services in the community. YWCAs are often a catalyst for making important things happen for children, families, and staff! Is yours one?

Sample Networking Documents

Teamwork Statement in Employee Handbook
YWCA of El Paso del Norte Region, Texas

> Our employees are selected because we believe you have the capabilities and willingness to help the YWCA reach its goals. Teamwork is required to improve methods, quality, and customer satisfaction. Our employees are the key to these achievements. The YWCA wants you to know that you are an important part of the team.

Statement About Staff Diversity
YWCA of Central Massachusetts

> The YWCA child care staff consists of many professionals who have varied educational backgrounds and meet the qualifications of the Office for Children. In addition, the YWCA child care center is used as a field placement site for undergrads majoring in education at area colleges. These students are under direct supervision of the child care staff.

The YWCA of Portland, Maine, created a one-page description of their child care service providers which is illustrated in Figure 5.9 on page 194. The YWCA of Kansas City, Missouri uses the letter depicted in Figure 5.10 on page 195 to announce staff changes. The YWCA of Metropolitan Columbus, Ohio, uses the statement illustrated on page 197 in Figure 5.11 to announce its collaboration with allied professionals.

CHILD CARES SERVICES STAFF

Staffing within our program consists of a Program Coordinator, Assistant Coordinator, Team Leaders, Child Care Workers and Foster Grandparents.

The Program Coordinator supervises all programming and staff with the Assistant Coordinator aiding in these duties. One of the coordinators will be consistently available to the program on a daily basis.

Each room will have a designated team leader whose primary responsibilities include communication with parents and planning programming for children. Child Care Workers will assist in implementing the activities for the day. All staff work together as a team to provide consistent care for your child, Substitute child care workers are utilized when regular staff are absent. or to increase staffing for a special occasion.

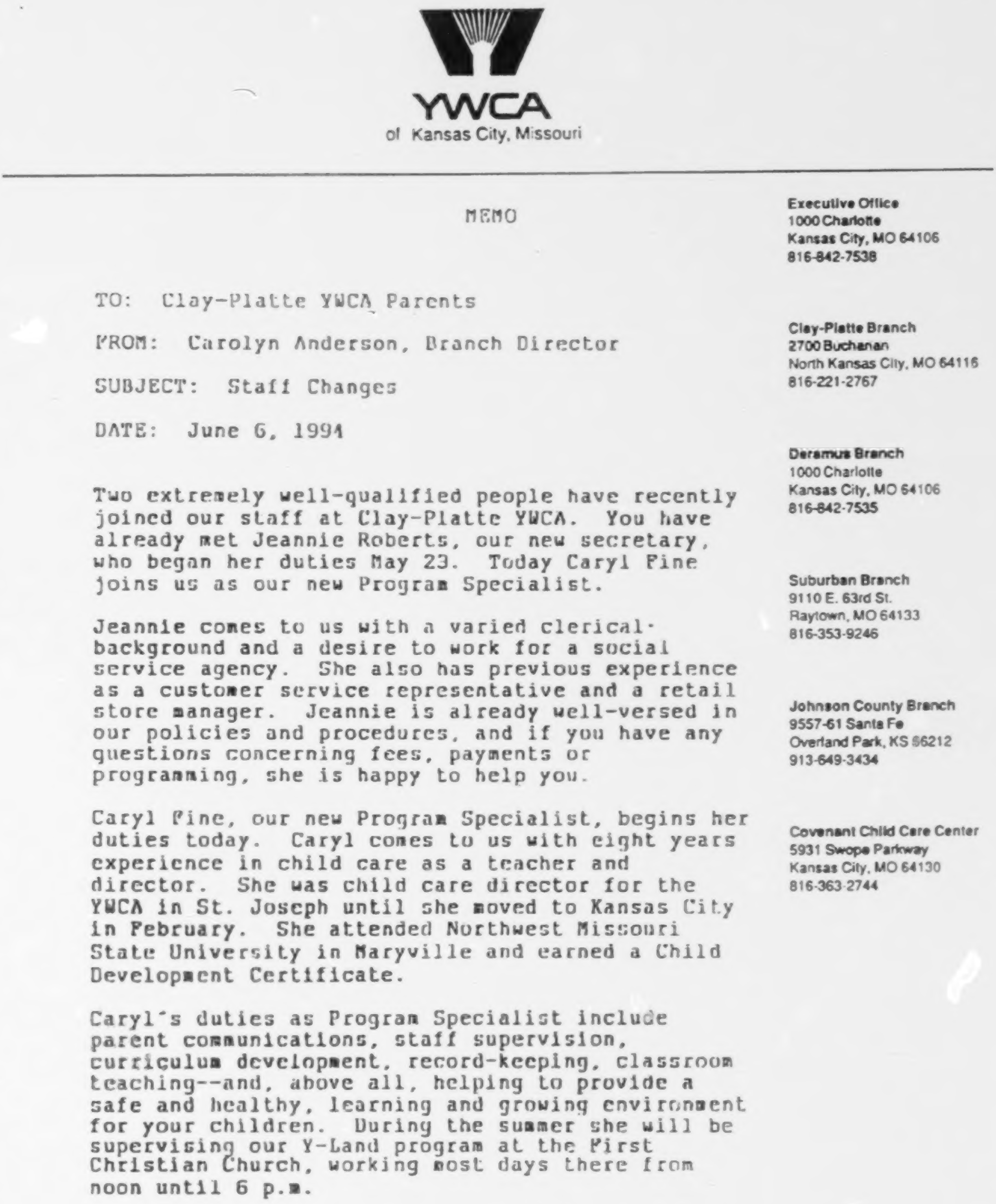
Foster Grandparents are contracted to work within Child Care Services Programs at the YWCA. Their presence helps us provide quality care for children. Child Care Services also enjoys the help of other volunteers - often times recruited through United Way Volunteer Center. Once again their presence ensures our ability to provide quality staffing for the children. On occasion a community service project volunteer, or nursing student will visit our program on a short term basis to provide a service for us and/or to gain insight into child development.

All staff undergo the same hiring procedures - interview, visit and observation of potential staff with children, reference check, security check, orientation process, 2 weeks trial period and 6 month probationary period (for permanent staff). All staff are evaluated on an ongoing basis. Formal evaluations occur once a year (after probationary period). Staff are required to attend training throughout the year.

Some children attending our program require additional services. Often a speech therapist, occupational therapist, physical therapist, etc. may work with a child at our facility.

ph/sh

Figure 5.10



YWCA
of Kansas City, Missouri

Executive Office
1000 Charlotte
Kansas City, MO 64106
816-842-7538

Clay-Platte Branch
2700 Buchanan
North Kansas City, MO 64116
816-221-2767

Deramus Branch
1000 Charlotte
Kansas City, MO 64106
816-842-7535

Suburban Branch
9110 E. 63rd St.
Raytown, MO 64133
816-353-9246

Johnson County Branch
9557-61 Santa Fe
Overland Park, KS 66212
913-649-3434

Covenant Child Care Center
5931 Swope Parkway
Kansas City, MO 64130
816-363-2744

MEMO

TO: Clay-Platte YWCA Parents

FROM: Carolyn Anderson, Branch Director

SUBJECT: Staff Changes

DATE: June 6, 1994

Two extremely well-qualified people have recently joined our staff at Clay-Platte YWCA. You have already met Jeannie Roberts, our new secretary, who began her duties May 23. Today Caryl Fine joins us as our new Program Specialist.

Jeannie comes to us with a varied clerical background and a desire to work for a social service agency. She also has previous experience as a customer service representative and a retail store manager. Jeannie is already well-versed in our policies and procedures, and if you have any questions concerning fees, payments or programming, she is happy to help you.

Caryl Fine, our new Program Specialist, begins her duties today. Caryl comes to us with eight years experience in child care as a teacher and director. She was child care director for the YWCA in St. Joseph until she moved to Kansas City in February. She attended Northwest Missouri State University in Maryville and earned a Child Development Certificate.

Caryl's duties as Program Specialist include parent communications, staff supervision, curriculum development, record-keeping, classroom teaching--and, above all, helping to provide a safe and healthy, learning and growing environment for your children. During the summer she will be supervising our Y-Land program at the First Christian Church, working most days there from noon until 6 p.m.

BEST COPY AVAILABLE

Carrie Puett, our previous Program Specialist, continues on a leave-of-absence due to health reasons. Jo Ann Jeffers, our previous secretary, resigned May 1--also due to health reasons.

Thank you for your continued support of our programs and staff. As always, if you have any questions or concerns, please do not hesitate to contact me.

Carolyn

MULTI-FACETED PROGRAM

For the past four years children, teachers and specialists from the Early Childhood Center of Franklin County Board of Mental Retardation and Developmental Delays (FCBMRDD) have been in integral part of the preschool program at the Learning Tree. Its two classes are included in the LTP Part-time classes. The teachers from FCBMRDD and the teachers from LTP collaborate together to provide early childhood education experiences that nurture the learning of a wide variety of young children with diverse needs and interests. The teachers accomplish this by providing a learning environment that fosters human diversity and stimulates intellectual, social and emotional growth and acceptance of all children as they learn and play together.

This collaboration between our two agencies has helped The Learning Tree to put the YWCA mission into practice. We are empowering children with education as well as opportunities to grow as individuals who can better take care of themselves, and be comfortable and accepting of others. Learning how to be peaceful (conflict management) and being part of a group where all children are treated with equal respect are parts of our blended program we hope our children will take them when they move into elementary school.

We are fortunate to work with:

MORNING (everyday)		
9:00 a.m. - 11:30 a.m.	Pat Vouis	Barb George
AFTERNOON (everyday)		
12:30 p.m. - 3:00 p.m.	Pat Vouis	Donna Fry

Many highly qualified specialists spend time in our facility on a regular basis.

GROUP SIZE & ADULT:CHILD RATIO

Preschoolers	1:10

A minimum of two staff members will serve a group of 20 preschool children ages 3-6.

In addition to staff, adult:child ratios are enhanced through the use of adult and high school volunteers.

Professional Development

YWCAs are engaged in the effort to empower women and girls — and what better way than through continuing education? Professional development is especially important for people who work with young children and their families because:

- States vary greatly on the amount of education and experience required for child care workers. Individuals with more knowledge in the field are likely to provide higher-quality care.
- Staff turnover in the field is generally quite high. New staff must be oriented to your program's philosophy, policies, and procedures as well as current professional practices.
- Knowledge about how children grow and learn is increasing as a result of research and experience in areas such as brain development and learning. Even the most experienced and well-educated staff can always add to their knowledge base.
- Families, children, and society are changing rapidly. New ideas and teaching strategies are necessary to stay abreast of these changes.
- All caregivers must keep up to date with their basic health and safety skills.
- Teaching quality improves as staff rekindle their interest and creativity.

Child care directors and YWCA Executive Directors can find a variety of ways to promote staff development, many of which are low cost and do not involve travel. These are some typical methods to make sure that child care staff keep up with their profession:

- Make available a resource library of books, professional journals, parenting magazines, brochures, and videos that staff can take home to read or view (often local professional organizations or Head Start programs have libraries open to members or the community).
- Encourage membership in professional organizations, so that each staff member receives journals, conference announcements, and other resources.
- Offer copies of short articles to read while children nap.
- Take advantage of distance learning opportunities or speakers at local colleges.
- Stimulate discussion of ideas during staff meetings.
- Combine training with a staff brown bag lunch or dinner.
- Attend sessions offered at local community colleges, by allied groups (such as the American Red Cross), or by area professional organizations.
- Support self-study through the Child Development Associate (CDA) credentialling process.
- Build collaborative relationships with public schools, private schools, and other agencies that work with children and families.
- Register for local and regional conferences dealing with child and family topics.

- Reserve a few days each year for concentrated training to address the specific needs of your program, conducted by YWCA staff and other topic experts.

- Contact the YWCA of the U.S.A. Lending Library (602-944-0569) to get a recent listing of child care videos available for free rentals.

YWCAs have a history of providing cutting-edge programs. Continuing education makes it possible to continue this tradition. A professional development plan, and a budget to support it, will help ensure that the quality, supply, and accessibility of child care meets your community's needs.

Questions to ask when developing a professional development plan

1. What are your staff's strengths? Areas for growth and improvement? What new information must guiders have?
2. How much and what type of professional development is required by your state? For accreditation? By your YWCA policies? How do you document each person's continuing education?
3. Are your staff compensated for time they spend engaging in professional development (program visits, attending classes or workshops)?
4. What time frame for staff learning is likely to spark continuous increases in quality of care? How much time is available for staff development?
5. What continuing education opportunities are available in your community (workshops, lending libraries, distance learning, speakers, consultants, YWCA staff)? When is some travel justified (to attend a nearby national conference, to hear a top-notch speaker at an area college)?
6. What strategies might be most effective with staff at different levels of competence (observation in high-quality programs, watching videos, analysis of videotapes of your staff with them, reading professional literature, attending conferences, earning a degree)?
7. How does your YWCA convey the importance of continued learning (encouragement to obtain a CDA credential, scholarships, readily available resources)?

Sample Professional Development Resource Materials

Staff Training Schedule for Summer Camp
YWCA of Nashua, New Hampshire

Session 1:	**5 to 9 p.m.** Introduction Visit to 4-H/New Boston Camp with Penny Turner, 4-H
Session 2:	**9 a.m. to 5:30 p.m.** Child care basics, Family Works of New Hampshire, 9 to 3 Break, 3 to 3:30 New gym games and activities, 3:30 to 5:30
Session 3:	**12 noon to 5 p.m.** Londonderry Ropes Courses. Dress comfy!
Session 4:	**10 a.m. to 4 p.m.** Team work with Jayne Barnes, Ph.D., 10 to 11:30 Lunch, 11:30 to 12 Music fitness with Carrie Pelchat, 12 to 1 Move into facility, 1 to 4
Session 5:	**9 a.m. to 7 p.m. NEED SWIMSUIT AND TOWEL** Child care basics, Family Works of New Hampshire, 9 to 3 Lunch, 3 to 4 "Land Discussion" on water safety, YWCA aquatics staff, 4 to 5:15 Pool time, 5:30 to 7

Discussion Starters
YWCA of Youngstown, Ohio

When we offer new staff training sessions, incomplete sentences such as these are great openers for small group discussions. We divide the staff into three groups and give each group four sentences to discuss and complete. Each group then shares its answers with the entire staff. It's also a great ice breaker.

Question Group A

1. The best thing about working in child care is...
2. From my supervisor I need...
3. Kids "bouncing off the wall" can be prevented by...
4. I really like kids, but...

Question Group B

1. The scariest part about child care for children is...
2. What I can give my co-workers is...
3. The hardest thing about disciplining children is...
4. When a person's child is in child care, that person has a right to...

Question Group C

1. Self-esteem can be built by...
2. The hardest part about working in a team is...
3. One of my favorite children's books is...
4. When doing an art activity, it is important that children...

A resource created by the YWCA of Hartford Region, Connecticut, and illustrated in Figure 5.12 on page 202 will be helpful in keeping records for staff members as they take part in staff development experiences.

The YWCA of York, Pennsylvania, has created a training evaluation form which appears on page 203 of this Guidebook in Figure 5.13.

Figure 5.12

YWCA
Hartford Region

HARTFORD REGION YWCA
INDIVIDUAL STAFF CONTINUING EDUCATION RECORD

Name: ______________________ **Date of Employment:** ______________

# of Hours Worked Annually: ______________ **Required Hours of Continuing Education:** ______________

Title of Training	Date of Training	Number of Hours

YWCA OF YORK

TRAINING EVALUATION FORM

NAME/TITLE: ____________________

TYPE OF TRAINING: ____________________

GIVEN BY: ____________________

DATE: __________ COST: __________ HOURS: __________

1. OVERALL, WAS THE TRAINING A BENEFICIAL EXPERIENCE? (EXPLAIN)

2. WHAT TOPICS WERE COVERED AT THE PRESENTATION?

3. HOW WILL YOU APPLY WHAT YOU HAVE LEARNED TO YOUR WORK AT THE YWCA? ____________________

4. WOULD YOU RECOMMEND THIS TRAINING TO FUTURE/OTHER EMPLOYEES? (EXPLAIN) ____________________

5. HOW WILL YOU SHARE YOUR LEARNING EXPERIENCE WITH OTHER STAFF?

PLEASE COMPLETE AND RETURN THIS FORM TO YOUR SUPERVISOR.
THIS FORM SHOULD BE KEPT IN THE EMPLOYEE'S PERSONNEL FILE.
THANK YOU!

AUGUST 1994

Staff Performance Evaluations

New YWCA employees, and especially caregivers, are generally placed on probation, and their performance is evaluated near the end of the probationary period. In addition, an annual evaluation is conducted for all YWCA child care teaching and supervisory staff. The employee's job description, and any performance goals set previously, serve as the basis for discussion with each individual.

A written evaluation by the employee's supervisor is usually prepared either before or after a conference at which the employee's performance is reviewed and new goals are set.

Supervisory staff evaluations also review performance of administrative functions such as employee guidance, program management, finance, records, and marketing.

Evaluations can take many forms, such as open-ended comments on specific skills, rating scales, checklists, discussions of videotaped performance, and summary letters. In addition to the standard employee evaluation, many YWCAs have developed forms that identify certain professional competencies that are expected of child care workers. These competencies help keep the discussion focused on performance and give direction about goals for improvement.

Copies of all written evaluations, including expectations for improvement, are kept in the employee's personnel file in accordance with your YWCA's personnel policies. These personnel policies, including grievance procedures, are also followed in the event that any problems arise with an employee.

Comprehensive teaching staff evaluations usually include these components:

- teamwork with colleagues and allied professionals
- interactions with children, including guidance
- relationships with families
- teaching competency: appropriately planned and implemented schedule,
- curriculum, materials, activities
- health and safety qualifications and procedures
- records maintained
- commitment to YWCA goals
- professional development progress
- work habits

Sample Staff Evaluation Forms

Employee Evaluation Form
YWCA of Nashua, New Hampshire

Staff member: Signature ______________________________ Date __________

Supervisor(s): Signature ______________________________ Date __________

Signature ______________________________ Date __________

Date of evaluation ____________________

Give brief summative comments for each area relative to the employee's job-related performance.

I. Safety

II. Initiative

III. Dependability—efficiency—productivity

IV. Professional growth

V. Interpersonal skills

VI. General comments (commendations and recommendations)

Staff Disciplinary Action
Summer Camp Staff Handbook
YWCA of Metropolitan Columbus, Ohio

The Camp Administrator and Camp Director are responsible for the supervision of all counselors on site. Open communication and cooperation should be used to facilitate working relationships with children, parents, and among staff members. An Employee Incident Report will be completed if a Director notices inappropriate behavior on the part of any staff member.

Corporal punishment is never used. Discipline techniques are positive and developmentally appropriate. Unreasonable restrictions on behavior or on use of program supplies or equipment is not permitted.

Immediate termination will result if any of the following occur:

- Physical confrontation with a child, parent, or staff member. This includes actions such as grabbing, hitting, pushing, or other rough handling.
- Verbal or nonverbal intimidation or humiliation of a parent, child, or staff member.
- Inappropriate disciplinary action not consistent with the stated discipline policy.

A meeting to address disciplinary action toward a staff member will be held for behaviors such as those listed below. This list is not inclusive of all behaviors that may warrant disciplinary action:

- Yelling or repeated use of a loud or threatening voice.
- Inappropriate language.
- Repeated absence or tardiness.
- Disregard for supervision or job responsibilities.

A disciplinary plan will include:

- An oral warning from the Camp Administrator or Camp Director.
- A written warning indicating what inappropriate behavior was observed and what appropriate behavior is expected. A time period will be established during which the employee's behavior will be observed and assessed. The oral warning and written warning may be combined in response to an incident.

Termination of employment will result if behavior problem is not fully corrected.

The YWCA of Kansas City, Missouri uses a personnel conference record form which is illustrated on page 203 in Figure 5.14. Performance plans for lead teacher and assistant teacher were developed by the YWCA of Metropolitan Columbus, Ohio, and are on page 209 in Figure 5.15.

An evaluation of the child care director by staff on page 217 in Figure 5.16 is reprinted with permission from Wausau Child Care, Inc., Wausau, Wisconsin; First Presbyterian Child Care Center, San Antonio, Texas; Makiki Christian Church Preschool, Honolulu, Hawaii; First English Lutheran Child Development and Day Care Center, Citron, Pennsylvania; and Building Blocks Child Care and Learning Center, Inc., Lock Haven, Pennsylvania, and Child Care Information Exchange, P.O. Box 2890, Redmond, Washington 98073, (800) 221-2864.

Procedures for investigating complaints as developed by the YWCA of El Paso del Norte, Texas, are illustrated in Figure 5.17 on page 219, followed by a disciplinary warning notice form created by the YWCA of Richmond, Virginia, in Figure 5.18.

YWCA OF KANSAS CITY, MISSOURI, INC.

PERSONNEL CONFERENCE RECORD

Date: ____________

Employee ____________________________ Branch ____________________

Position ____________________________ Supervisor ______________

Reason for conference: ☐ Job Performance ☐ Attendance ☐ Personal

☐ YWCA Policies ☐ Grievance ☐ Other ________________________

____

Situation Statement:

Required Actions for Improvement/Timelines:

Follow-up Action Taken: (include dates)

FAILURE TO COMPLETE REQUIRED ACTIONS FOR IMPROVEMENT
MAY RESULT IN TERMINATION.

Employee's Signature ______________________ Date ____________

Supervisor's Signature ______________________ Date ____________

______________________ Date ____________
Associate Executive Director

PERFORMANCE PLAN
LEAD TEACHER

Employee: ____

This position performs under the supervision of the Program Coordinator. The Lead Teacher is responsible and accountable for the preparation, teaching evaluation, and implementation of the program and for the effective and efficient operation of their assigned duties.

Performance Rating Scale:

Above (A)	when job performance meets and exceeds the necessary expectations.
Meets (M)	when job performance fulfills the necessary expectations.
Below (B)	when improvement is needed in meeting the expectations of the position.

Lead Teacher Responsibilities:

General Work Habits:

_____ 1. Agency Mission Compliance - To understand, support and pursue the attainment of YWCA goals and objectives.

_____ 2. Arrives on time.

_____ 3. Reliable in attendance.

_____ 4. Responsible in job duties.

_____ 5. Alert in health and safety matters.

_____ 6. Follows Center's philosophy.

_____ 2. Open to new ideas.

_____ 8. Flexible with assignments and schedule.

_____ 9. Comes to work with a positive attitude.

_____ 10. Looks for ways to improve the program.

_____ 11. Gives ample notice for absences.

_____ 12. Remains calm in a tense situation.

Goal or improvement sought:

Figure 5.15

Attitude and effort toward professional development:

_____ 1. Takes job seriously, seeks skill improvement.
_____ 2. Participates in workshops, classes, groups.
_____ 3. Reads, discusses handouts distributed.
_____ 4. Sets goals for self in development.

Goal or improvement sought:

Attitudes and skills with children:

_____ 1. Friendly, warm and affectionate.
_____ 2. Bends low for child level interactions.
_____ 3. Uses a modulated, appropriate voice.
_____ 4. Knows and shows respect for individuals.
_____ 5. Is aware of developmental levels/changes.
_____ 6. Encourages independence/self help.
_____ 7. Promotes self esteem in communications.
_____ 8. Limits interventions in problem solving.
_____ 9. Avoids stereotyping and labeling.
_____ 10. Reinforces positive behavior.
_____ 11. Minimal use of time out.
_____ 12. Regularly records observations of children.

Goal or improvement sought:

Attitudes and skills with parents:

_____ 1. Available and approachable with parents.
_____ 2. Listens and responds well to parents.
_____ 3. Is tactful with negative information.
_____ 4. Maintains confidentiality.
_____ 5. Seeks a partnership with parents.
_____ 6. Schedules and conducts parent conferences.

Goal or improvement sought:

Attitudes and skills with co-workers:

_____ 1. Is friendly and respectful with others.
_____ 2. Strives to assume a fair share of work.
_____ 3. Offers, shares ideas and materials.
_____ 4. Communicates directly, avoids gossip.
_____ 5. Approaches criticism with learning attitude.
_____ 6. Looks for ways to be helpful.
_____ 7. Communicates, organizes and implements activities with collaborative agencies.

Goal or improvement sought:

Attitudes and skills with class:

_____ 1. Creates an inviting learning environment.

_____ 2. Provides developmentally appropriate activities.

_____ 3. Organizes, writes, turns in, and evaluates plans with goals from observations.

_____ 4. Provides materials for all key experiences.

_____ 5. Provides an appropriate role model.

_____ 6. Anticipates problems and redirects.

_____ 7. Is flexible, responsive to child interests.

_____ 8. Is prepared for day's activities.

_____ 9. Handles transitions well.

_____ 10. Plans, organizes, and conducts special events involving your class or the entire center.

_____ 11. Cleans and organizes classroom spaces and equipment daily.

_____ 12. Centers are available and appropriately equipped.

Goal or improvement sought:

Attitudes and skills with management and organization:

_____ 1. Completes paperwork with accuracy and timelines (COR, lesson plans, parent conferences, program evaluations (YWCA and accreditation), ODHS, etc.).

_____ 2. Monitors and implements all ODHS licensing, NAEYC accreditation, and YWCA policies.

Staff Signature ________________ Date __________

Supervisor Signature ________________ Date __________

PERFORMANCE PLAN
ASSISTANT TEACHER

Employee: ____

This position performs under the supervision of the Program Coordinator. The Assistant Teacher is responsible and accountable for the preparation, teaching evaluation, and implementation of the program and for the effective and efficient operation of their assigned duties.

Performance Rating Scale:
Above (A) when job performance meets and exceeds the necessary expectations.
Meets (M) when job performance fulfills the necessary expectations.
Below (B) when improvement is needed in meeting the expectations of the position.

Assistant Teacher Responsibilities:

General Work Habits:

______ 1. Agency Mission Compliance - To understand, support and pursue the attainment of YWCA goals and objectives.

______ 2. Arrives on time.

______ 3. Reliable in attendance.

______ 4. Responsible in job duties.

______ 5. Alert in health and safety matters.

______ 6. Follows Center's philosophy.

______ 2. Open to new ideas.

______ 8. Flexible with assignments and schedule.

______ 9. Comes to work with a positive attitude.

______ 10. Looks for ways to improve the program.

______ 11. Gives ample notice for absences.

______ 12. Remains calm in a tense situation.

Goal or improvement sought:

Attitude and effort toward professional development:

______ 1. Takes job seriously, seeks skill improvement.

______ 2. Participates in workshops, classes, groups.

______ 3. Reads, discusses handouts distributed.

______ 4. Sets goals for self in development.

Goal or improvement sought:

Attitudes and skills with children:

______ 1. Friendly, warm and affectionate.

______ 2. Bends low for child level interactions.

______ 3. Uses a modulated, appropriate voice.

______ 4. Knows and shows respect for individuals.

______ 5. Is aware of developmental levels/changes.

______ 6. Encourages independence/self help.

______ 7. Promotes self esteem in communications.

______ 8. Limits interventions in problem solving.

______ 9. Avoids stereotyping and labeling.

______ 10. Reinforces positive behavior.

______ 11. Minimal use of time out.

______ 12. Regularly records observations of children.

Goal or improvement sought:

Attitudes and skills with parents:

______ 1. Available and approachable with parents.

______ 2. Listens and responds well to parents.

______ 3. Provides an appropriate role model.

______ 4. Maintains confidentiality.

______ 5. Seeks a partnership with parents.

______ 6. Schedules and conducts parent conferences.

Goal or improvement sought:

Attitudes and skills with co-workers:

______ 1. Is friendly and respectful with others.

______ 2. Strives to assume a fair share of work.

______ 3. Offers, shares ideas and materials.

______ 4. Communicates directly, avoids gossip.

______ 5. Approaches criticism with learning attitude.

______ 6. Looks for ways to be helpful.

______ 7. Communicates, organizes and implements activities with collaborative agencies.

Goal or improvement sought:

Attitudes and skills with class:

_____ 1. Helps to create an inviting learning environment.

_____ 2. Helps implement planned developmentally appropriate activities.

_____ 3. Provides an appropriate role model.

_____ 4. Anticipates problems and redirects.

_____ 5. Is flexible, responsive to child interests.

_____ 6. Helps to prepare for day's activities.

_____ 7. Handles transitions well.

Goal or improvement sought:

Staff Signature Date

Supervisor Signature Date

Evaluation of Director by Staff
An Exchange Evaluation Instrument

My director is . . .	Strongly Agree				Strongly Disagree
. . . *knowledgeable.* She knows what is going on in the program for staff, children, a specific child (when that information is critical), parents, board, and administrators.					
. . . *in control* (has a handle on things). She is actively and effectively in charge of the center's program and operations.					
. . . *dedicated.* She demonstrates an interest in learning more about her job from other programs, peers, professional groups, conferences, and reading material.					
. . . *confident.* She has a sense of mission for the center. I look to her for a vision of what the program is about and where we are going.					
. . . *enthusiastic.* She appears to have the energy to cope with the demands of her job. She accepts her leadership wholeheartedly.					
. . . *an effective communicator.* I understand what her expectations are for me in my role. She keeps me well-informed about policies, schedules—and notifies me well in advance of any changes.					
. . . *responsive.* When a child needs her attention, she is immediately at eye level, focusing on that child.					
. . . *available to parents.* She knows the families and encourages them to participate in the program. They seek her out and are comfortable sharing issues and concerns with her.					
. . . *open.* She encourages employees to participate in management and welcomes suggestions. She shares the reasons for her decisions.					
. . . *fair.* She investigates all sides of an issue and distributes criticism and praise with grace and equity.					
. . . *predictable.* Expectations are clearly defined, and policies are routinely enforced/followed.					
. . . *a trainer.* She encourages my professional growth. She provides opportunities for on-going training and development. She challenges me and stretches my perspective.					
. . . *a delegator.* She uses authority with fairness and in accordance with an individual's special talents and time.					

Figure 5.16

. . . *prepared.* She has a sense of priority about the center and the requirements of her role. In a crisis, she knows what to do. /____/____/____/____/____/

. . . *respectful.* She understands people as individuals and shapes her demands accordingly. /____/____/____/____/____/

. . . *understanding.* She realizes that each of us has different interests, abilities, attitudes, and personalities. She knows us as whole people with other roles and responsibilities. She is interested in me. /____/____/____/____/____/

. . . *available.* I am comfortable bringing my concerns, criticisms, problems, and successes to her. She offers support and help as needed. /____/____/____/____/____/

. . . *efficient.* She handles the day-to-day routine promptly and skillfully. /____/____/____/____/____/

. . . *supportive.* She explains to each staff member why his work is important. She looks for opportunities to give feedback and offer praise. /____/____/____/____/____/

. . . *a motivator.* She encourages each of us to give our best effort. Morale is high here. There is a spirit of cooperation and team effort. /____/____/____/____/____/

. . . *realistic.* She has a sense of humor and is able to keep things in perspective. /____/____/____/____/____/

. . . *an influence* in the community. She is an advocate for children and quality care. /____/____/____/____/____/

. . . *genuine.* She greets me warmly and demonstrates interest and concern. I know where I stand with her. /____/____/____/____/____/

. . . *flexible.* She encourages creative problem solving, facilitates personal growth, and keeps things interesting and exciting. /____/____/____/____/____/

. . . *resourceful.* She know where to go and what to do to get things done. She makes good use of center and community resources. /____/____/____/____/____/

If I were the director . . .

This form was developed by Exchange Press as a service to our readers. Please use it in your program. We have built on forms developed by several programs and wish to acknowledge: Wausau Child Care, Inc., Wausau, WI; First Presbyterian Child Care Center, San Antonio, TX; Makiki Christian Church Preschool, Honolulu, HI; First English Lutheran Child Development and Day Care Center, Citron, PA; and Building Blocks Child Care and Learning Center, Inc., Lock Haven, PA.

MEMORANDUM

To: Child Care Associate Administrators
From: Child Care Administrator
Subject: Procedures for Investigating Complaints
Date: October 31, 1995

When handling a complaint about any aspect of our programs, our duty is first to the children in our care. We strive to create a safe environment for children, and we welcome any input that will help us achieve that goal. We treat all complaints with equal gravity. Investigations of complaints must always take priority over other assignments. Because of the impact any complaint has on both the children and the staff, we respond promptly and try to conclude the investigation in as little time as possible.

Steps 1- 4 need to be taken immediately:

1. **Decide whether the children could be in danger.** If the complaint concerns inappropriate treatment of a child, remove the staff member from the classroom immediately, and restrict all contact between the staff person and the children. If the complaint does not concern inappropriate treatment of a child, you may decide to leave the staff member in the classroom, but not leave the staff member alone with the children at any time. The test is to be sure that, should your investigation show the complaint to be valid, you can justify what you allowed the staff member to do from the moment you first heard of the complaint. In other words, did you allow a teacher you had been told had behaved inappropriately to remain in contact with the children?

2. **Check the child for marks, if appropriate.** If a complaint is made concerning the safety of a child, check the child immediately. If you cannot find a mark or a scratch, this information will reassure the parent of the child. If you do find a mark, describe it in writing and have it signed by another witness. If you have a camera available and can take a picture without unnecessarily disturbing the child, take a picture.

3. **Request a meeting with the person making the complaint.** Either at the meeting, or before the person meets with you, ask him/her to **put the complaint in writing**, sign and date it. Reassure the person that the concern will be handled in a professional, confidential manner. We do not reveal the name of the complainant to staff, although sometimes they may guess who made the complaint based on the circumstances we are investigating. Reassure the person making the complaint that we will not share his/her identity with the staff member involved. Make sure that the complaint is specific, and that it describes what the person saw, heard, or experienced personally. In other words, if the complaint is that "someone else saw a teacher pull my child's arm," have the parent write, "On Friday, Mr. Smith told me that he saw Mary pull my child's arm on Thursday afternoon on the playground." In this case, the parent cannot verify that the incident happened, but she can verify that someone spoke to her about it.

4. **Call DPRS** to notify them that a complaint has been made to us, and that we have removed the teacher from the classroom and are conducting an investigation.

5. **Meet with the staff member** (with the director or another supervisor as a witness). Explain that we have received a complaint regarding her/his conduct and we would like to hear her/his explanation of what was said. Do not discuss who made the complaint with the staff member. You may say, "We have received a complaint concerning your treatment of a child in your care on Thursday afternoon. Do you remember what was going on Thursday? Do you remember who was around? Where were you working? The complaint says that when you were walking to the bathroom, you pulled Jose roughly by the arm." Between each question, give the employee plenty of time to talk; the less you say, and the more they say, the more you will learn. When you have a clear understanding of what the employee says happened, **ask the employee to write down his/her version of what happened and sign and date it**. After it is written, review it and make sure it is specific and that it answers all the questions you asked during the interview. Then **give the employee a letter of suspension** and explain the letter. After you have answered all the questions, remind the employee not to discuss the investigation with staff, parents, or participants, and reassure him/her that you will call as quickly as you can. **Escort the employee out of the building**, so no contact is made with other employees.

6. **Meet with the parent of the child who was involved in the incident.** Explain that you have received a complaint about one of our staff members, and review all the steps you have taken so far. The parent will need to know that you are taking the safety and well-being of his/her child very seriously, and that you will follow-up with the parent as soon as you have concluded the investigation. You may also need to explain that although you are proceeding as if the incident did occur, frequently we find in the course of an investigation that the incident did not occur, or did not occur in the way it was first described, and that is why it is important for you to investigate.

7. **Interview any other staff** who might have been within earshot or eyesight of the employee when the incident occurred. If you need to interview more than one, make sure that the ones you have already interviewed do not have an opportunity to discuss the subject with the others. You may want to station the assistant director in the classroom to ensure that no discussion takes place until you have gotten statements from each staff member. When you interview the other employees, be careful not to violate the confidentiality of the teacher who has been suspended. You may explain that you are investigating a complaint, and that you need to know if anything unusual happened at naptime yesterday. Let the teachers tell you what they know. Remind them, if appropriate, that they are required by law to report any inappropriate treatment of a child immediately, and that whatever is reported will be dealt with confidentially. When you have a clear understanding of what each employee says happened, **ask the employee to write down his/her version of what happened,** sign and date it. After it is written,

review it and make sure it is specific and that it answers all the questions you asked during the interview. If the teacher was not in the room at the time of the incident, or saw or heard nothing unusual, have her/him write that down, sign and date it. Remind them that your investigation is confidential, and that they are not to discuss it with anyone.
After you have interviewed everyone who might have information to contribute to your investigation, **review the documentation** with the director, and decide what you both believe happened. Make the best decision you can, based on the facts that you can actually demonstrate. Include any additional documentation, like schedules, that might be helpful. If the employee violated policy, decide what disciplinary steps you recommend.

8. **Call the Human Resources Officer and review your documentation and recommendations with her.** Follow any steps that she gives you. If you, she, and the director decide to terminate the employee, **write up the letter of termination and the back sections of the termination report** (describing the final incident). Include the 3 pages of the grievance policy & procedures with the letter. If you decide not to terminate the employee, **write up the end-of-suspension letter.**

9. **Meet with the director and the employee.** Explain that you have completed the investigation, and that you have validated or not validated the complaint. Give the employee the appropriate letter, and explain it carefully. If the employee has no further questions, release the employee to return to work, or escort the employee from the building, as appropriate.

10. If the employee has been terminated, **turn in the last time sheet**, including time for all the conferences with you, to the Human Resources Officer immediately (within 24 hours). Also **turn in the employee folder** from the center to Personnel. **Turn in the originals** of all your documentation and copies of the letters of suspension and termination in the same folder. If the employee has not been terminated, turn in the originals of your documentation and both letters of suspension and end-of-suspension to Personnel. **Keep copies** for your own *confidential* records of the investigation. In a complicated investigation involving many allegations, many witnesses, or a great deal of documentation, **write a brief summary** of the investigation, describing what you believe to have happened, and attach that to the front of the documentation.

DISCIPLINARY WARNING NOTICE

(This notice is to be completed for any disciplinary action after the first verbal warning to employee.)

EMPLOYEE NAME: ______________________________

POSITION TITLE: ______________________________

DEPARTMENT: ______________________________

DATE OF INCIDENT: ______________

INCIDENT: ______________________________

DETAILS OF VIOLATION (REFER TO SPECIFIC WORK RULES OR AGENCY POLICIES); INCLUDE DATE(S), TIME(S), PLACE(S), AND PERSON(S) INVOLVED. (USE ADDITIONAL SHEETS IF NECESSARY): ______________________________

ACTION TAKEN ON THIS NOTICE:

___ First warning -- verbal (this notice is optional.)
___ Second warning -- written ___ Suspension for ____ days
___ Other (specify): ______________________________

NEXT STEP IF INFRACTION IS REPEATED:

___ Second warning -- written ___ Suspension for ____ days
___ Other (specify): ______________________________

SUPERVISOR COMMENTS: ______________________________

EMPLOYEE COMMENTS: ______________________________

Signed ______________ Signed ______________
Supervisor Employee

Date ______________ Date ______________

ORIGINAL TO BE FORWARDED TO PERSONNEL FOR EMPLOYEE'S FILE.

Chapter 6

YWCA Child Care Program Implementation

YWCA child care programs offer a rich variety of services to diverse groups of children ranging in age from infancy through the school-age years. The types of care offered largely depend on the community's needs; their content depends on the developmental needs of children, family needs, and facilities available.

In most states, licensing regulations at best help ensure children's basic health and safety. The quality of care—curriculum, interactions, activities, guidance, routines, and everything that happens daily with children—is determined by the expertise of the caregivers.

With continuing professional development, child care teachers, caregivers, and administrators can offer the high quality of care that families across the country have come to expect from YWCAs. Friendly, professional interactions with children and families are indicators that staff have internalized the teaching practices and professional relationships with adults that are the hallmarks of high-quality early childhood education and school-age care.

The ideas in this section, gleaned from various YWCA child care programs, are intended to spark your imagination as you carry out your association's child care vision and the YWCA mission. Other resources and supports for providing the best care possible for the children and families in your community include:

- respected professional organizations such as the National Association for the Education of Young Children, the Southern Early Childhood

The best child care and school-age programs…

- develop and follow comprehensive, written, current program policies and procedures
- tailor daily caregiving practices — curriculum, space, teaching strategies, furnishings, learning materials, guidance — to the individual needs, interests, cultures, and backgrounds of the children enrolled
- support inclusion and resist bias with staff, children, families, and the community
- observe and record children's developmental progress to shape individual and group planning that promotes healthy growth in all areas
- regularly evaluate the quality of care provided and make improvements accordingly

Association, the National School-Age Care Alliance, and their state and local affiliates, conferences, and publications

- area college and university faculty in education, psychology, health, recreation, and related fields; distance learning opportunities
- professional colleagues such as Head Start staff, community health workers, public school personnel
- child care resource and referral agencies
- community service organizations such as United Way, Junior League, and Kiwanis

Child Care Program Policies and Procedures

Written policies and procedures are the backbone of every well-run child care program. They are a key to ensuring that the YWCA's vision is carried out through professional staff interactions with children and their families.

Policies — basic principles that define the program

Procedures — well-defined steps for handling a variety of potential situations

Policies

YWCA policies are adopted by the organization according to the governance model used. In associations where the Carver model (Carver, 1997) has been adopted and/or adapted, the board may leave to the Executive Director the establishment of the policies within the parameters set by the board. For many associations, the board delegates to an appropriate committee or task force the formulation of policies which are recommended to the board for action.

Regardless of the model used by the association, policies should be reviewed regularly, preferably annually, and revised as needed. After they are adopted, policies should be communicated to all staff, including child care personnel, so that there is a clear understanding about the need for implementation. The board, in consultation with the Executive Director, should identify policies that have legal and fiduciary ramifications.

Depending on the policy area, there may be a need to communicate association-wide policies. For example, if the YWCA has established a policy about employees' sick leave, it is generally not necessary to communicate such a policy with child care parents and guardians. On the other hand, policy concerning payment of fees need to be communicated to the parents in language which is supportive of the board's decision.

All operational child care policies should be developed in accordance with the YWCA's mission, state licensing regulations, and local government requirements, in areas such as zoning. In addition, accreditation criteria set by national child care or school-age care organizations (such as NAEYC or NSACA) should be consulted for guidance in developing child care policies.

Some operational policies in child care are based on specialized expertise and should be developed by professionals in that field. Staff and/or volunteers with the needed background should recommend these operational policies to the Executive Director for final approval. For example, experts may be called upon to recommend specialized policies in areas such as health promotion and disease prevention. Typical areas covered by child care policies include:

- operations — board/committee roles and responsibilities, hours, fees, holidays, enrollment
- contracts and space/equipment agreements — contractual arrangements such as those for school-age programs that operate in school buildings

- personnel — diversity, job descriptions, professional development, evaluations, compensation and benefits, teamwork, resignation and termination, grievances
- health and safety — supervision, weapons, sick-child care, accident and liability insurance, records, transportation, outdoor play, field trips
- curriculum — inclusivity, appropriate teaching techniques, integrated content, issues (toy weapons, holiday celebrations, use of food, toys/videos from home)
- guidance — positive approaches, assignment of primary caregivers
- professionalism — ethics, confidentiality, dress
- volunteers — roles, supervision

Child care policies are reviewed annually by the board and Child Care Director to ensure that they remain up to date and still pertain to the services offered.

Procedures

Procedures are likely to be developed by YWCA administrators and/or child care staff, depending on the issue being addressed. For example, fiscal procedures may be developed by the YWCA's Finance Director and approved by the Executive Director. Some procedures, such as an emergency evacuation plan, may be part of a larger association plan adopted by the Board of Directors.

Child care procedures and/or routines also are reviewed annually to ensure that they meet your state's child care regulations (e.g., handwashing, diapering, food handling), incorporate current knowledge about child development, and serve the program well. Procedures usually outline how to handle these and other situations:

- health and safety — daily health checks, emergencies, evacuation plans, biting, permissions, reporting abuse and neglect, drop-off and pick-up of children, handwashing, diapering, food handling
- guidance — techniques, management of behavior problems

Many of these policies and procedures are fairly standard in early childhood programs and may be determined by state regulations. Several—such as operating policies, most personnel topics, and fiscal procedures—are addressed in other chapters of this guidebook. A few samples are included here that specifically relate to common issues that arise in YWCA child care programs.

Often, as is true with some of these samples, association documents state the policy and then immediately follow it with procedures for carrying out the policy. The more clearly associations identify their policies and procedures, the more likely they are to be implemented.

Reference

Carver, J. (1997). *Boards that make a difference: A new design for leadership in nonprofit and public organizations* (2nd ed.). San Francisco: Jossey-Bass.

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Sample Child Care Policies

Health and safety policies

Basic Classroom Policies
YWCA of Portland, Maine

1. Children may never be left alone, in the building or outside.
2. Children may never be left alone with a staff member who is under 18 if no other adult is close by.
3. Children always need to be encouraged to pick up toys and materials before moving on to the next activity.
4. Materials and supplies should be left in the appropriate areas.
5. Table games and block play need to be supervised.
6. Running, jumping, and screaming are activities that should be directed to the gym or outside.
7. If a child becomes ill, he/she will need to be removed from the room until arrangements can be made to have him/her picked up.
8. If a child needs medication, the guidelines for administering and release of administration need to be adhered to.
9. If a child is injured, a written report must be filed the same day. The incident reports are available in each classroom. Parents must always be notified by the end of the day in the case of minor injury, and immediately if more than basic first aid is required.
10. When a child is enrolled in the program, parents are asked to list people who are allowed to take the child out of the center. No child may leave with anyone other than the people listed without a call or note from the parent.
11. In the event of a fire or a fire drill, children need to be removed from the building immediately in a safe and calm manner. Each room has a specific fire drill procedure posted.
12. Smoking is not permitted in the presence of children or at any time in the classrooms or activity areas.
13. No alcohol or other drugs are to be used while working with children. This is grounds for dismissal.
14. Remember that you are a role model to the children — think before acting and reacting.

Weapons Policy
YWCA of York, Pennsylvania

No weapons, real or toy, are permitted in the child care at any time. This includes, but is not limited to: guns, knives, bow and arrows, handcuffs, and/or swords.

Note: Fresh air and exercise protect the health of children, staff, and families. Just what does weather permitting *mean when applied to the decision about whether or not to play outdoors? Interestingly, the colder the climate, the more likely it seems that children will go out every day. In Alaska, for example, schools are almost never canceled due to snow, and children regularly play outdoors all winter. Your outdoor play policy should be developed with recommendations from health care providers in your area. Make sure families dress children accordingly.*

School-Age Care
Cold Weather Outdoor Play Policy
YWCA of Metropolitan Columbus, Ohio

Most school systems use the 20 degree mark for outdoor recess. The Ohio Department of Human Services has no minimum degree mark to use as a guideline. Often, when children are kept inside from recess during the school day this program will have to do the same. However, children can benefit from and enjoy a brief time out in the fresh air, as do children who go home after school or walk home.

Our policy is based on a voluntary desire on the part of each child to go outside. A brief outdoor time may be scheduled when the temperature is 10 degrees and above. The time outdoors will be determined by the director. All children who wish to participate in outdoor large-motor time when the weather is cold must be dressed appropriately with head covered, a warm coat, scarf, mittens or gloves, and pants or tights on their legs. Boots must be worn to play in the snow. Please dress children appropriately, and inform the site director if a child should not go outside in cold weather.

Cold Weather Outdoor Play Policy
YWCA of Minneapolis, Minnesota

Children over 16 months will spend time outdoors whenever the weather is above a 10 degree wind chill. Please send clothing appropriate for outdoor play year round, including winter and mud seasons.

Late Pick-up Policy
YWCA of Hartford Region, Connecticut Parent Handbook

If you are unable to pick up your child by the scheduled closing time of the program, you are required to notify the program for reassurance purposes for both child and staff. Closing and pick-up times will be strictly enforced in order to respect the staff and their personal time. Parents arriving after the stated closing time based on the program site clock will be considered late.

The late pick-up fee is:

$10 per child for the first 15 minutes or part thereof

$20 per child for the next 15 minutes or part thereof

Sibling/second-child discounts, sliding scale, and state financial assistance do not apply to the late pick-up policy.

Late Pick-up Procedures

If a parent does not contact the program 15 minutes after closing time, the teacher will begin to make attempts to locate the parents at home and work. If parents are unable to be reached, the teacher will contact the emergency numbers listed on the child's application.

If no contact has been made with the parent or emergency people listed within 30 minutes after the scheduled closing time of the program, the teacher will contact the Director by beeper. The Director will then call the local police non-emergency number and ask for assistance in locating the parents.

If still no contact has been made with the parents, the Director will notify the Department of Children and Families Careline at (800) 842-2288. A representative from the state will come to the program site and remove the child and place him/her in protective custody until the parents can be notified.

Multiple Late Pick-ups

If a parent is late three times within a 12-month period, the Director will initiate a discussion with the parent regarding the stated policies. A verbal warning will be issued at this time. If a parent exceeds the three times per 12-month late pick-up limit, the Director reserves the right to discontinue the parent's use of the YWCA's child care services due to chronic lateness.

Reporting Child Abuse and Neglect
YWCA of Hartford Region, Connecticut Parent Handbook

Children need a safe, nurturing environment in which to grow and learn. If children's minimum needs for good nutrition, medical care, clean and appropriate clothes, shelter, appropriate discipline, intellectual stimulation, and a feeling of importance are not met, they cannot grow and learn.

Should you have difficulty in providing for your child's emotional and physical needs, you are encouraged to ask for help. Our staff can help you to find community resources that can offer your family assistance.

If we recognize that your child's needs are consistently not being met, our staff will work with you to identify available resources to assist you in meeting those needs. If you are temporarily unable or unwilling to meet your child's minimal needs or your child's physical safety is endangered, our staff is mandated by Connecticut state law to file a report with the Department of Children and Families (DCF). It then becomes the role of DCF to work with your family to ensure that your child's needs are met.

Curriculum policies

Nonviolence Policy
YWCA of Lancaster, Pennsylvania

The YWCA strongly believes in the power of nonviolent solutions to problems. To that end, we do not allow toy guns or other toy weaponry in our child care rooms. We also forbid physical discipline of any kind, and teach children to solve their problems in nonviolent ways. We discourage children from turning other toys into pretend weaponry or in playing pretend war games. It is important in discouraging these activities to encourage the children to explore nonviolent ways to entertain themselves.

Religious Observance Policy
YWCA of Aurora, Illinois

YWCA child care programs do not provide instruction or formal observation of any religion as part of the regular programs. Instead, the staff feels that an important component of socialization skills is to learn about different traditions. Accordingly, every effort will be made to expose children to a variety of cultures and traditions.

Special Occasions Policy
YWCA of Greater Harrisburg, Pennsylvania

Frequently, parents ask to observe a child's birthday at the center. These requests can be honored when the following conditions are met:

1. The request is presented to the child's teacher at least one week before the observance is to be held.
2. The activity date and time are approved/agreed upon by the child's teacher.
3. The observance is kept simple and planned to include all children in the child's assigned room.
4. Any food involved serves as either the morning or afternoon snack for the day and is limited to no more than three items.
5. Teachers and other staff are only expected to serve food as they would normally serve the regular snack. Any other appropriate activity is the responsibility of the parent making the request and must be approved in advance.

Other occasions, such as holidays,

are sometimes observed by teachers as classroom activities. Activities may include learning about the origin and/or meaning of the occasion and participation in related arts and crafts, music, or games. Serving appropriate food is often involved and parents are usually given the option of participating. The purpose of these observances is to educate rather than to promote any particular cultural, ethnic, or religious practices over all others. We encourage parents to ask for additional information when there are concerns about special occasion observances.

Birthday Policy
YWCA of McLean County, Illinois

Parents are welcome to provide any of the following in celebration of the child's special day!!

1. A treat for each child in the class (store-bought treats only, please)
2. A book or age-appropriate toy/game donated to the child care program in the child's name

Food As Art Policy
YWCA of Lancaster, Pennsylvania

Food should not be used in art projects unless it is consumed as part of the activity. We want children to learn by our example that food is for nourishment and not to be played with and discarded.

Video Cassette Recorder and Television Usage Policy
YWCA of Bangor-Brewer, Maine

The video cassette recorder and television units are used to supplement regular program activities. Under no circumstances are these units used to avoid regularly scheduled outside play or as an excuse to reduce appropriate staffing ratios.

1. Program staff offer VCR/TV programming only after previewing program content. Such programming must be age appropriate in content, length, and overall presentation.
2. Parental permission will be secured whenever particular program selections may be considered nontraditional and/or controversial. Such selections include programs dealing with sex education and child neglect and abuse.
3. Adult game shows, soap operas, and programs (including cartoons) depicting violence will not be viewed during program hours.
4. Whenever the VCR and/or TV units are in use, program staff will view the selection with the children. Such staff will be immediately available to discuss the program content with any child desiring such interaction.
5. Individual program use of VCRs, TVs, and movie projectors will not exceed a combined total of 2-1/2 hours per week (full-day programs) or 1 hour per week (half-day programs).
6. Alternative program activities will be made available during viewing times exceeding one-half hour.
7. All VCR/TV use will be recorded on appropriate program lesson plans.

Sample
Toys From Home Policy

Young children are often comforted by beloved objects from home. Therefore, we encourage children to bring a favorite stuffed animal, blanket, doll, or other item to be used at nap time or on other occasions when they may feel stressed, such as arrival times. These comfort objects should be clearly marked with the child's name and will be kept in the child's cubby until needed.

Our program supplies a variety of equipment and materials to meet the developmental needs of children in their daily play. Therefore, we ask that other toys be left at home to ensure that they do not become a source of conflict and are not lost or broken.

Guidance policies

Positive Guidance Policy for School-Age Care
YWCA of Waukesha, Wisconsin

Children and staff will work cooperatively on the rules that are to be followed throughout the summer. The rules will set reasonable limits to maintain the physical and emotional health and safety of all children.

Staff shall use positive methods of guidance which encourage self-control, self-direction, self-esteem, cooperation, and respect of others. Time away from the current activity will be used for a short period of time if negative behavior persists.

Behavior Intervention Policy
YWCA of Metropolitan Columbus, Ohio

Designing and maintaining a quality program environment from which all children can benefit is one of the most important goals of YWCA child care programs. Staff will strive to actively build positive relationships with each other, children, parents, and school personnel, and will encourage and acknowledge appropriate behavior. Program activities will be planned to offer variety, choice, time, and space, and will encourage healthy interactions, an appreciation of diversity, socialization skills, and conflict resolution. The expectations for behavior during program time will be discussed among staff and children.

The program setting will be managed with the goal that a positive environment with developmentally appropriate activities will decrease incidences of problem behavior. Positive behavior intervention strategies will be used by staff to avoid the escalation of a problem or to mediate conflict. Upon recognition of repeated behavior that causes concern, the problem will be addressed by the site team and the program coordinator. This will include a definition of the problem, strategies staff can use to intervene, identification of barriers to intervention, and the development of a plan to manage the behavior in the most positive manner possible. Communication with parents is of the utmost importance. Staff will ask questions, share information, request support, and work with families to ensure positive and successful resolutions to problems. Ongoing assessment of the behavior intervention plan will occur.

Primary Caregiver Policy
YWCA of Wake County, North Carolina

All children (and parents!) have a need for consistency and a sense of security. A primary caregiver will be assigned to each child in our care. For the younger age groups, this person will feed, diaper, and prepare your child for naps. Throughout the center, the primary caregiver will be the individual who follows your child's development, plans activities to meet specific needs, and communicates with you on a daily basis.

Please realize that our staff works 8-hour days, so there will always be other adults who interact with your child. If you have questions or concerns, contact your primary caregiver. Please remember, however, that a caregiver's first duty is to the group as a whole during center hours. For any extended exchange or other communication beyond a brief description of immediate needs, we ask that you arrange a time to meet for further discussion.

Professionalism policies

Professionalism Policy
YWCA of Lancaster, Pennsylvania

Confidentiality. It is the responsibility of each staff member, as a professional, to maintain confidentiality. Adult-to-adult conversation, especially regarding children within hearing range, is not appropriate in the room unless related directly to the functioning of the room. At no time is staff permitted to discuss a child with another staff member or parent within the hearing range of the children. Staff may not use room time to discuss personal issues or problems.

Gossiping of any nature is viewed as destructive and inappropriate behavior. Staff need to address any problem to the appropriate party. Gossiping and listening to gossip are not permitted in the room, and such behavior will be reprimanded.

Dress. Caregivers are early childhood professionals and should always maintain a neat, well-groomed appearance. Due to the active nature of child care work, however, it is necessary for caregivers to wear comfortable, wash-and-wear clothes. Clothes which deter you from sitting on the floor, lifting children, active movement, etc., should not be worn in the center. Caregivers should not be barefoot at any time while working.

At no time should staff sit on any furniture that is not a chair. We have a responsibility to model for the children the same behaviors we expect from them.

Food and beverages, except for that which is being served to the children, should not be consumed by staff in the rooms with children present.

Staff Code of Conduct

Adapted from
YWCA of Bangor-Brewer, Maine

Introduction

YWCA child care provides a safe and supportive environment for children and their families. We strive to provide a program which will foster social and emotional skills; help children establish relationships based on mutual trust; and encourage successful experiences which will strengthen self-esteem and creativity.

This staff code of conduct establishes basic guidelines for appropriate staff behavior. Failure to adhere to these guidelines may result in disciplinary action up to and including dismissal.

This code suffers the same limitations inherent in any set of guidelines insofar as it tends to focus on unacceptable behavior or minimum standards. We recognize, however, that good staff behavior is both spontaneous creative interaction with children and positive actions, as well as avoidance of unacceptable behavior.

For the Children

I will protect and extend the child's physical well-being, emotional stability, mental capacities, and social acceptability. In striving to reach these goals I will adhere to the following guidelines.

1. I will ensure that children are supervised at all times, knowing that children out of sight are at risk. All situations involving unsupervised children will result in disciplinary action.
2. I will do frequent head counts and be aware of the whereabouts of all children under my supervision at all times.
3. I will maintain adult/child ratios as stated in the state regulations for licensing. [Briefly include your state child care regulations for all ages served regarding ratios of adults and children.] When only one adult is present, another responsible adult shall be on call and available in case of emergency. Child care children involved in outdoor activities will be supervised by at least two adults, one of whom will be a staff member.
4. I will strive to prevent children from hurting themselves, another person, or property.
5. I will always exercise appropriate judgment. Safety is my primary goal.
6. I will strive to eliminate unsafe behavior by anticipating and closely supervising any potentially dangerous situations.
7. I will completely fill out an accident report form for all injuries involving the children in my classroom within 2 hours of occurrence. These forms are to be reviewed by the assistant director/director and signed by the child's parent at the end of the day. (See the director for assistance in filling out accident reports for any major injury.)
8. I will only permit authorized persons to enter program areas and to interact with children. All others will be referred to the director.
9. I will be alert to observe anyone exhibiting atypical behavior in proximity of play areas and will take precautionary measures including:
   a. Immediately removing the children from the area.

   b. Reporting the behavior to the director immediately.

10. Photographs of enrolled children may be taken only with written parental consent and upon authorization of the program.
    a. Parents shall be informed as to intended photograph usage, such as curriculum, fundraising, publicity, or personal.
    b. Consent forms may be secured from the director.
    c. Signed authorizations should be placed in children's file.
    d. Children without parental consent will be listed in the director's office.
11. Staff shall release children only to authorized individuals. Authorized individuals include:
    a. Custodial parents or guardians.
    b. Specific individuals authorized in writing by custodial parents/guardians to remove a child from the program.
    c. Specific individuals verbally authorized by custodial parents/guardian to remove a child. Verbal authorizations must be
        (1) Communicated directly from the custodial parent/guardian to a regular staff member and reported to the director.
        (2) Recorded in writing by the receiving staff member.
        (3) Signed by the authorizing parent/guardian as soon as possible thereafter.
        (4) Included in child's file.
12. Proof of identity must be requested in situations when a staff person has not previously met an individual seeking release of a child. Acceptable forms of identification include:
    a. A current driver's license.
    b. An identification card, preferably bearing a recognizable likeness of the holder.
    c. Proof of age (person must be at least 18 years old to remove child).

Failure to I.D. will result in disciplinary action.

A *child's recognition of the person* seeking release is ***not*** an acceptable verification of identity nor reason for release.

13. I will not cook with hot grease and will ensure that all burners, ovens, etc., are shut off after each use.
14. I realize that the development of sexual awareness in young children is completely normal. I will answer children's questions regarding human anatomy and sexual development in a serious and age-appropriate manner and will defer to director when questions are beyond my comfort level.
15. I will supervise children's bathroom activities, and recognize that doors must remain open. Children who have the ability to use the bathroom alone and wish to close the door will be allowed to do so.
16. I will not smoke in any areas on the program grounds or within sight of the children.

17. I will provide experiences which help children learn respect and understanding for the feelings of others.
18. I will accept each child as a human being worthy of respect.
19. Activities with children outside of program areas shall be approved by the director and be adequately supervised. Program areas include space used on a daily basis within program buildings, designated outside play areas, spaces immediately connected to outside play yards, and YWCA facilities.
20. Specific written approval will be secured from parent/guardian before any child is transported in a motor vehicle as a part of program activities. I will secure all children with individual seatbelts or in car seats. Staff/child ratios will meet state licensing requirements. Approval of activities shall include recording:
    a. The name/s of staff person/s or program conducting the activity.
    b. The destination and itinerary of the activity, including the time of departure and the estimated time of return.
    c. All information listed in 20a and b will be posted in a designated area before each departure. I will also post whether we are walking or driving and mode of vehicle transportation.
21. All activities and field trips with children outside of program areas shall be conducted in areas of public access and visibility and will be approved by director.
22. I will actively cooperate in maintaining a healthy and safe environment.
23. I will avoid showing favoritism toward a particular child. My goal is to treat each child equally with respect to nurture, guidance, and individual attention.
24. I will not participate in practices that discriminate against children including: denying benefits, giving special advantages or excluding them from programs or activities on the basis of their race, religion, sex, national origin, or on the status, behavior, or beliefs of their parents.
25. I will respect the dignity of each family and its culture, customs, and beliefs.
26. I will be aware of and follow written health care policies. I will notify the director of any child who becomes ill. The director shall make a decision regarding notification of parents. I understand that if a child is sent home because of illness he/she may not return to the program until the next day; and only if symptoms of the illness are gone.

For Guidance and Discipline

As a caregiver, I will seek to promote the development of self-control in young children through positive guidance and actions. The following guidelines will be observed.

1. I will try to prevent the need for discipline by establishing an orderly environment, setting realistic expectations, and offering age-appropriate, stimulating, child-centered activities at which children can succeed.
2. I will use a variety of positive guidance methods such as redirection to help children control negative behavior.
3 I will help children establish limits for their behavior. This means helping children find their own solutions to conflict situations, not just disciplining them for having conflicts or imposing a solution.

4. I will help children cope with negative feelings through acceptable outlets such as verbal expressions of anger and other emotions.

5. I will see that conversations are age-appropriate and sincere. Vulgarity, sarcasm, teasing, nagging, swearing, scolding, and judgment words such as "bad" and "naughty" have no place in staff-child interactions.

6. I will use an appropriate tone of voice with children. Shouting and/or harsh tones have no place in staff-child interactions.

7 I will NEVER use slapping, spanking, biting, heads down, inappropriate handling, or any form of physical punishment as a method of disciplining children. Use of ANY form of physical punishment will be grounds for immediate dismissal.

8. I will not talk with a parent or other adult about a child's behavior where other children and/or parents can hear us.

9. I will protect a child from harming him/herself or others when necessary, using the least restrictive physical restraint required. I will always speak with the director and parent in order to explain the situation.

10. I may remove a child from activities, not as a punishment, but as a way for the child to become calmer or to redirect his/her activity. Children who are asked to leave a situation will remain in the company of a reassuring adult.

11. Nap times require restful environments. Some children may need help relaxing. Within view of the entire nap room, staff may rub children's backs. I will not be in a position to share a child's blanket or mat. I will not require children to close their eyes or lie perfectly still.

12. I will not withhold food or threaten to do so as a form of punishment. Children will be encouraged to eat snacks and lunches, and to taste new foods, but will not be forced to do so.

13. I will attempt to educate children and parents regarding proper nutrition and health habits.

With Respect to Families

I will recognize that the family is the primary educator and influence in a child's life. In order to assist with this I will observe the following.

1. I will seek to maintain open and regular communications through daily conversations and conferences.
2. I will encourage direct group involvement and input from families.
3. I will maintain an open classroom in which families feel comfortable visiting at any time during the day.
4. I will meet with families individually to discuss their child's progress, program goals, quality of service, and evaluate the program as required by my supervisor.
5. I will maintain professional relationships with children's families and will be aware of the job-related issues of confidentiality, objectivity, and conflicts of interest.
6. I will ensure that all letters or memos that are sent home have prior approval of the director.

For Myself and the Early Childhood and School-Age Care Profession

I will make every attempt to keep abreast of developments in early childhood education and school-age care through both formal and informal means. I will commit myself to improving my skills. I will always act with the knowledge that I am a role model for children, families, and the child care profession.

1. I will wash my hands frequently, after each toileting or diapering, before serving snacks and lunches, and after assisting in nose blowing, cleaning up spills of bodily fluids, and other appropriate times. I will model for children proper handwashing procedures and teach the importance of such procedures.
2. Thorough personal hygiene contributes to the health and safety of our child care environments. I will manicure my fingernails to a length which minimizes the chance of injury to others.
3. Nap time, when all children are resting quietly, will be used for curriculum planning, preparation of activities, or reading of educational material pertaining to children. Breaks are used to attend to personal needs.
4. It is my responsibility to recognize my limitations, both emotionally and physically. I will ask for support or relief from other staff or supervisors when necessary.
5. I will work as a team member in cooperation with all other staff members.
6. I understand that physical affection is an important element of communication and growth. I may initiate and return signs of affection to/from children, such as hugs.
7. I may hold or carry children who seek and are comfortable with such attention.
8. I will also respect children if they do not want to be hugged or held. Healthy nurturing has no room for threat or force. Therefore, actions such as tickling or requiring a child to greet me with a hug or a kiss are not appropriate.
9. Protecting the rights of our children and staff is a goal we must all work toward. All staff are encouraged to avoid being alone with children unless a situation prohibits another staff member or child being present.
10. I will not touch, fondle, or in any way handle a child's genital area except as required for the care and hygiene of a child, such as diapering. Nor will I in any way engage in behavior which may be considered erotic or sexually provocative. Any such actions will lead to immediate dismissal.
11. My clothing shall facilitate my job performance.
    a. I will wear appropriate clothing for both indoor and outdoor activities.
    b. I will avoid sharp, protruding, and/or dangling jewelry, high-heeled shoes, and heavy boots.
    c. I will wear clothing that represents a professional image — providing an appropriate role model for children in the process.
12. Visits and phone calls from spouses, fiancees, family, and friends during work hours may occasionally be necessary. I will not let these interfere with my responsibilities for supervision of the children. I will not leave children alone for such communication.
13. I will not use a YWCA telephone for long-distance phone calls unless approved by my supervisor.

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14. I will ensure that my curriculum is age-appropriate, stimulating, multicultural, and child-centered.

15. I will always remember that I was hired to care for children — not to converse with co-workers while children care for themselves.

16. I will make sure any medication for a child is labeled, dated, and stored out of reach of children and will ensure a medication dispensation form has been filled out by the parent/guardian. I am aware of the policy for specifying who administers medicine.

17. I will always wear rubber gloves or use a protective barrier when dealing with injuries involving blood. I am aware of the location of gloves in program areas.

18. When driving and transporting children, I will observe speed limits and other traffic and safety rules and will abide by all policies and procedures as stated in the YWCA Vehicle Policy.

19. I am aware of and will follow emergency procedures for evacuation (fire and first aid).

20. I will be familiar with the symptoms of child abuse and neglect.

21. I understand that it is required by the state that I report any suspicions of child abuse or neglect to the director. It is her responsibility to report such cases to the Department of Human Services.

22. I understand that I am required to report to my supervisor any deviations from this code.

23. I understand that all staff are required to be certified in CPR and First Aid and to update their certification annually.

Staff Code of Conduct

By signing my name on this page, I certify that I have read the Child Care Code of Conduct and have been given the opportunity to ask questions. I understand and agree to abide by this code and all other policies.

______________________	______________________
Staff (please print)	Supervisor (please print)
______________________	______________________
Title	Title
______________________	______________________
Signature	Date

Volunteer policies

Note: Before recruiting and placing volunteers, check your state's requirements regarding volunteers, and determine whether or not they can be included in staffing ratios.

Parent Volunteer Policy
for School-Age Care
YWCA of Elgin, Illinois

We encourage parents to participate in the program's activities, not only for the benefit of the child, but also for the benefit of the program. Such activities could include, but are not limited to fundraising, parent participation in daily activities, or help with field trips. The YWCA also has a Child Development Services Committee on which parents can participate.

Parents are always welcome to observe or participate in the program's activities.

Volunteer Policy
YWCA of Lancaster, Pennsylvania

Volunteers play an important role in YW child care programs. All volunteers must be at least 15 years of age. In your rooms, volunteers can assist in all areas, except diapering, if they are under the age of 18 (due to liability and state regulations). Volunteers 18 years old or older may be included in child/staff ratios.

Volunteers can work with the children on art projects, read stories, play, assist with outdoor activities, etc. However, a volunteer should never be left alone with any children. If a volunteer is under your supervision, please make sure a regular paid staff member is with him/her.

Sample Child Care Procedures

Health and safety procedures

On page 240 in Figure 6.1, a resource written by the YWCA of Hartford Region, Connecticut, describes their diaper changing procedure.

Emergency Procedure
YWCA of Bangor-Brewer, Maine

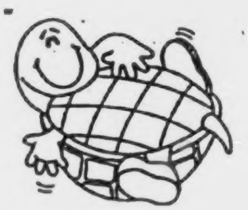
1. Remain calm. Reassure the victim.
2. Stay with the victim until the program director and/or assistant director arrives.
3. Send word to the program director/assistant director. They will take charge of the emergency, assess the situation, and give any first aid, as needed.
4. Do not move a severely injured or ill person except to save a life.
5. If immediate medical attention is necessary, phone 911 and request an ambulance. Give the following information

   specific location
   age of child
   nature of injury
   phone number of your location

   To make sure that you have given all the necessary information, wait for the other party to hang up first.
6. Do not drive the victim yourself.
7. Administer emergency first aid as necessary.
8. Do not give medication unless authorized by the Poison Control Center at (800) 442-6305.

YWCA
Hartford Region
ELIMINATE RACISM AND
EMPOWER WOMEN

Hartford Region YWCA



DIAPER CHANGING PROCEDURES

1. Staff member washes hands before starting diapering procedures.
2. Lay out child's diaper and supplies needed prior to placing child on the table.
3. Use a clean "wipe" to wash child's hands before starting.
4. Always change the children on the designated changing table, never on the floor, on their cots, or on a table top.
5. Place a clean section of paper on the change table, under the child. This paper should be large enough to go from the child's waist to his/her knees.
6. Put on disposable gloves.
7. Take off soiled diaper, fold tabs over diaper to bundle and place aside on paper. Always keep one hand steadying child.
8. Using a "wipe," clean genital area front to back.
9. Remove gloves and place on top of paper, next to bundled, soiled diaper.
10. If ointment is to be applied, put on clean disposable glove. Apply ointment if permission form is signed by parent.
11. Remove glove and put clean diaper on child.
12. Wash child's face and hands with "wipe," or if with older child have him/her step up to sink to wash hands.
13. Fold disposable diaper, "wipe," and used gloves into paper and throw away in garbage pail.
14. Disinfect changing table.
15. Wash your hands thoroughly.
16. Place child's supplies back in storage.
17. Mark the diaper changing chart.

9. Notify the parent(s) of the emergency as soon as possible.
10. If a parent cannot be reached, notify the parent's emergency contact person and call the child's physician.
11. Fill out accident report within 2 hours of occurrence. Director reviews, parent signs, and then it is filed in child's folder with the front office getting a copy.

Evacuation Procedure
YWCA of Bangor-Brewer, Maine

The director is responsible to post evacuation procedures in all program areas utilized by children. Each teacher is responsible to lead the children in the classroom out of the building. The teacher and/or director will ensure the number of children in attendance equals the number of children evacuated. The director and/or assistant director will check the building for stragglers.

Procedure to Avoid Release of Child to Intoxicated or Drugged Individual
Adapted from
YWCA of Elgin, Illinois

Occasionally, a parent or other authorized person arrives at the center intoxicated or under the influence of drugs. In order to protect the child from any potential danger that could arise because of a parent's condition, and to protect the center against potential claims, it is the policy of the YWCA to take all reasonable steps to avoid releasing a child to a person in a drugged or intoxicated state.

Accordingly, if, in the opinion of the senior staff member present at the YWCA, a parent or authorized person who arrives to transport or walk the child home from the YWCA is in an intoxicated or drugged condition, the staff member will:

a. notify the other parent or other designated guardian of the situation
b. ask the person to leave his/her vehicle at the YWCA, and,
c. offer to call another relative or friend to drive the person and child home.

If parent or guardian insists on driving or walking the child home, the YWCA's staff member will notify the local police department. If police officers agree that the person is under the influence, the parent or authorized person may be charged with public drunkenness and/or driving while under the influence.

If a particular parent or guardian frequently arrives in an intoxicated or drugged state, the YWCA will not only notify the police department, but also alert other appropriate authorities involved with the care and treatment of children.

Biting often creates distress for parents, as well as staff and children. The YWCA of Hartford Region, Connecticut has clearly articulated position which is reproduced in Figure 6.2 on page 242.

Suspected Child Abuse or Neglect Reporting Procedure
YWCA of New Bedford, Massachusetts

According to Massachusetts law, all child care providers are mandated reporters.

If an unexplainable injury or pattern of poor hygiene or inappropriate dress is observed or reported to any staff member, the site coordinator and supportive counselor will be immediately notified. If possible, the supportive counselor will observe the child's condition and, if appropriate, fill out a Child Safety Monitoring Form. The pro-

BITING

As most of you know, we are experiencing biting in the infant and toddler rooms. This happens periodically in even the best child care programs and is an unavoidable consequence of group care. When it happens it can be scary, frustrating and very stressful for children, parents and teachers. It is not something to blame on the children, parents or teachers and unfortunately there are no quick or easy solutions.

Here is what we can do to try to extinguish biting behavior:

1. Teachers model appropriate language behaviors: i.e. sharing, turn-taking, gentle touches, soft voices, etc. Teachers notice and positively comment to children when the children show positive and appropriate interactions with one another.

2. When a child is bitten, we avoid any immediate response that reinforces the biting, including negative attention. The caregiver describes the event and/or emotions of the incident to the children ("Amy, you wanted to use the truck but Samantha still had it. You got upset when Samantha didn't give it to you."). The caregiver simply yet firmly states the rule/limit ("Amy, it's not okay to bite people. Biting people hurts.") and offers the child an appropriate alternative. ("When you want a toy Samantha is using ask her for a turn. Say, 'Can I have a turn?'") The caregiver facilitates the ensuing interaction, helping the children use their words, resolve their conflict and/or move on to other activities.

3. Staff examine the context of biting incidents and look for patterns. Was there crowding, over stimulation, too few toys, too much waiting, other frustrations? Does the child who bites other children frequently get attention and positive reinforcement for appropriate behavior? Does the child who is bitten receive too much attention for being the "victim"?

4. We work with children who bite to help them develop communication skills which enable them to resolve frustrations or conflicts in a positive manner.

5. We work with the children who are bitten frequently to help them develop communication and interaction skills which may prevent them from getting bitten.

6. We may change the room arrangement, change the materials on the shelves, introduce "biting toys" (toys which are okay to bite), add more staff and/or meet with parents of "biters" and "victims" to help reduce frustrations or stresses in the parents' and children's experiences.

Some things to keep in mind:

- The name of a child who has bitten or who has been bitten is not released in order to respect the child and family's confidentiality. It serves no useful purpose and can make an already stressful situation more difficult.

- Biting is a developmentally appropriate infant/toddler phenomenon. A child who bites other people is not on a path towards being a discipline problem. This behavior is not the fault of the home, the parents or the teachers. Learning not to bite is part of the socialization process.

- **Delayed punishment does not work.** Infants and toddlers do not connect an event of one time of the day to be a consequence of an event, activity or action of an earlier time of the day. Young children's understanding of cause and effect is very short-term oriented. Rather than correlating their parents' disapproval to the biting incident, a child may associate the disapproval with his or her current action. This can be very confusing to the child. Teachers address the biting incident when it happens and assist the children in appropriate alternatives at that time. We discourage parents from punishing or reprimanding their child later in the day/evening for a biting incident which occurred at the Center.

gram director will be notified and will determine whether to file a 51A (Suspicion of Child Abuse or Neglect) report.

If the parent is involved with a social worker from DSS or another agency, that worker is notified of our concerns immediately and a decision is made about which agency and worker should meet with the parent to discuss our concerns, if a meeting is necessary. The meeting will occur the same day, if possible.

If a plausible excuse is not forthcoming, or if there is a history of repeated concerns, the parent is informed that a 51A will be filed with DSS. The DSS investigation process is explained, including its purpose of providing support to families in need and protecting children. It should be noted that it is not our role to prove or disprove the suspected abuse or neglect, only to ascertain that suspicions are not satisfactorily explained.

Guidance procedures

Guidance Procedures
YWCA of Minneapolis, Minnesota

We use positive guidance and discipline in which

- Each child is provided with positive models of acceptable behavior.
- Guidance is tailored to the developmental level of the child.
- Children and groups are redirected away from problems toward constructive activity in order to reduce conflict.
- Children are taught how to use acceptable alternatives to problem behavior.
- The safety of children and staff is protected.
- Immediate and directly related consequences for unacceptable behavior are provided.
- Techniques used include prompting, ignoring, intervention, and the teaching and encouraging of problem solving.

Dealing With Unacceptable Behaviors

Steps to follow in the case of child's persistent unacceptable behavior:

1. Observe and record the behavior of the child and staff response to the behavior (lead teacher, program manager, or Child Care Director).
2. Develop a plan to address the documented behavior in consultation with the child's parent/guardian and with other persons and professionals, if appropriate.

Children are never subjected to corporal punishment, verbal or emotional abuse, solitary isolation, or the withholding of basic needs. We do not use "time outs" or separation from the group as a behavior management technique except in very extreme and preplanned situations. We follow the DDS directions regarding separation from the group.

No child may be separated from the group unless the teacher has tried less intrusive methods of guiding the child's behavior (such as modeling, redirection, prompting, ignoring, intervention, active listening, direct talking, and teaching and encouraging of problem solving) which have been ineffective, and the child's behavior threatens the well-being of the child or other children in the Center. If a child requires separation from the group as a behavior guidance technique, the child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation. A child between the ages of 6 weeks and 16 months must never be separated from the group as a means of behavior guidance.

Separation Report. All separations from the group must be noted on a daily log. The child care license holder must ensure that notation in the log includes the child's name, staff person's name, time, date, and information indicating what less intrusive methods were used to guide the child's behavior and how the child's behavior continued to threaten the well-being of the child or other children in care.

Safety Hold Policy. The Minnesota Child Care License Rule prohibits "the use of physical restraints other than to physically hold a child when containment is necessary to protect a child or others from harm." Staff will use a safety hold to physically restrain a child only when the child is endangering or injuring self or others and when other reasonable means of redirecting the child have been tried. Training in use of a safety hold must be provided to staff members before they may use it. Use of a safety hold must be documented on the safety hold form and parents must be informed.

Behavior Management Techniques. The best help is to plan effectively and to think ahead to foresee trouble rather than just "fixing up" difficult moments. State directions in a positive rather than a negative form: "We walk indoors," rather than "Don't run." Follow these examples:

1. Give choices only when you want the children to have an option. "It's time to go outside," rather than "Do you want to go outside?"
2. Use a quiet, confident tone of voice when speaking directly to children, because commands encourage resistance. Approach the child and speak closely rather than shouting across the room.
3. Be specific and concise in giving directions, as fewer words may be easier to follow.
4. Create an interest in the desirable behavior, such as helping with clean-up.
5. Remember that nonverbal as well as verbal messages are received by children.
6. If you get the children stimulated by an activity, be prepared to present a quiet activity to help them calm themselves.
7. Keep yourself positioned to allow for observation of the entire room while you work with one or a few. In being alert to the total situation, you can forestall a difficult one.
8. Planned ignoring to eliminate a certain behavior needs to be a team effort. All staff should participate or it won't work. Keep in mind the child's age, developmental level, and safety factors.
9. Be in touch with your own feelings, and accept these as part of your total response when you are working with a situation.
10. Have transitions/activities ready ahead of time — do not force children to wait.

Do

- Speak at eye level whenever possible
- Remove a child or object that is a catalyst to a dangerous moment
- Encourage a child to become progressively independent
- Redirect and channel behaviors to another activity or area
- Let children know what you expect
- Take time for talking and explaining

- State fair, clear, firm limits and stick to them
- Tell children what they can do rather than what they can't do

Don't

- Grab
- Pull by the hand or arm
- Swing by the arms
- Yell
- Shame
- Embarrass
- Use comparisons
- Use "good/bad" statements; they contradict the YW's philosophy and damage self-esteem
- Withdraw or give food or affection as reward or punishment

Please remember that each child is an individual and at his/her own developmental level. Not all of these suggestions will work for each child, but they should be taken into consideration by the classroom staff.

Use your weekly planning meetings to discuss any concerns about individual children. During difficult times, keep in mind that these are young children and not "little adults." A sense of humor and a little love will help you to see "light at the end of the tunnel."

Family grievance procedure

Handling Family Appeals and Grievances
YWCA of Black Hawk County, Iowa

Any client with an appeal or grievance concerning the Y's Kids program shall bring the grievance to the attention of the on-site director. If not satisfied, the client may approach the youth director. Finally, if still necessary, the client may approach the YWCA Executive Director.

If the grievance is in relation to the Purchase of Service Agreement, the client will be referred to the district office of the Department of Human Services.

Two examples of behavior intervention documents are found on pages 246-255 in Figures 6.3 and 6.4. The School-Age Behavior Plan illustrated in Figure 6.3 was created by the YWCA of Metropolitan Columbus, Ohio. The Behavior Intervention Plan in Figure 6.4 is adapted from a plan written by the YWCA of Lancaster, Pennsylvania.

Figure 6.3

YWCA School Age Child Care Program
Behavior Intervention Program
YWCA of Metropolitan Columbus, Ohio

Step 1

PROMOTE POSITIVE ATTITUDES AND DEVELOP A POSITIVE ENVIRONMENT TO ENCOURAGE APPROPRIATE BEHAVIOR.

1. Are we actively building relationships with staff, children, parents and school?
2. Are program activities motivating to children?
3. Do children have opportunities for varied choices, including time and space to just "chill out?"
4. Does the program environment encourage healthy interactions, satisfying activities and a chance to disagree as needed?
5. Are there measures to avoid boredom?
6. Is staff comfortable with diverse interests, needs and opinions?
7. Is staff prepared when children arrive?
8. Do staff have realistic expections of behavior, individual differences and developmental needs?
9. Is staff sensitive to minor trouble signals?
10. Can staff successfully intervene before Level 1 behavior?
11. Do staff accept children's developmental need to become more empowered and competent within their environment?
12. Are efforts made to purposefully teach socialization skills and conflict resolution?
13. Have positive behavior management techniques been used in a consistent manner?

Resources

Materials: Developmentally APpropriate Practice
Training: Speakers and handouts
Colleagues: Share and discuss in support group
References: Use of SACC reference library materials

Step 2

RECOGNIZE A PROBLEM EXISTS.

NOTE: The focus at this stage is at the team level with all members in communication with each other as these questions are addressed.

A. BE ABLE TO DEFINE THE PROBLEM (written documentation).

1. What is the specific behavior(s) of concern?
2. What events (briefly) led to the behavior?
3. What does the team feel the child needs or wants?
4. Have team members discussed the problem behavior with the child to purposefully involve him in the resolution?
5. Does the behavioral problem appear to be time related? Does it usually occur in the AM or PM session?
6. Is there any pattern or are there steps to the behavior?
7. Does the problem appear to be day related?
8. How long has the behavior been occurring?
9. How often does the behavior occur?
10. Are there certain children or staff associated with the problem behavior?
11. How else is the problem unique?

B. BE ABLE TO DESCRIBE THE STRATEGIES THAT HAVE BEEN ATTEMPTED.

1. How did a member of the team intervene?
2. Did the child understand the expectations?
3. Was the intervention consistent?
4. Did intervention result in any progress?
5. What other strategies were used?
6. Did any aspects of intervention appear beneficial?
7. Why does the team feel that the intervention hasn't worked?
8. Did team later feel that there were better methods for handling the behavior?
9. Are team members in agreement on the behavior issue as a problem?
10. Are team members in agreement on past strategies or are some seeking alternate means for resolution?
11. Does the team feel that all avenues of intervention have been tried?

Step 3

PUT UP THE RED FLAG

NOTE: The focus at this stage is with the team members in communication with the Program Coordinator. The team will describe and discuss the information obtained in Step 1 and Step 2.

A. DIRECTOR WILL ALERT THE PROGRAM COORDINATOR OF THE NEED TO SCHEDULE A TEAM MEETING WITH THE COORDINATOR AND ANY OTHER NECESSARY STAFF.

B. A SITE VISIT WILL BE SCHEDULED TO OBSERVE THE CHILD AND THE BEHAVIOR OF CONCERN.

Step 4

ASSESS THE SITUATION

A. IDENTIFY EXISTING BARRIERS
Collectively review and consider the influence of each.
Take notes and document influences.

(See Appendix A for listing.)

B. BRAINSTORM IDEAS
Generate open dialogue, eg, "What if we ..."
Avoid "That would never work" judgments.
Create opportunities for diffusing the situation.
Document ideas shared.

Step 5

EVALUATE IDEAS AND DEVELOP PLAN

NOTE: This step includes the involvement of team, coordinator, child, parents and school, if necessary.

1. Describe the specific behavior to modify.
2. Describe briefly and specifically the actions to be taken.
3. Decide what staff members will be directly involved in the intervention.
4. What special training, if any, will be required?
5. What resources/materials/personnel will be used?
6. What timeline will govern the plan?
7. How will the team record action taken, progress, results, etc?
8. How will the child, parents, school be involved/informed?
9. What are the realistic expectations for progress?
10. How will progress be measured/recorded/evaluated?
11. When and how often will the team meet to discuss progress made or problems encountered?
12. How will the team make modifications to the plan? Who will share this information with parents and administrators?
13. What will constitute reasonable resolution of the problem identified in Step 2?

Step 6

IMPLEMENT PLAN

1. Begin implementation of trial intervention plan.
2. Assess actions and progress regularly.
3. Meet to discuss progress made and/or problems encountered.
4. Modify plan as needed.
5. Continue to operate and assess plan regularly.
6. Be able to identify when problem defined in Step 2 has been reasonably resolved.

Step 7

SHARE THE EXPERIENCE WITH PEERS

Be able to condense the problem/resolution phases of the plan used.

At an established forum, eg. Directors' Meeting, share major highlights of the process of Steps 1 through 6.

Please use this space to jot down ideas, comments, suggestions, etc. during this school year so that the Behavior Intervention Plan may continue to develop and improve during its initial year. Thank you for your valuable contributions.

APPENDIX A

Potential barriers to effectively carrying out program goals and having children follow appropriate behavioral patterns:

A. Site -
    Lack of inviting play options.
    Space confinement issues
    Little choice in activities

B. Children -

    Behaviors deviate seriously from "program guidelines" and/or are hurtful to self or others.

C. Direct Staff -

    Lack of knowledge regarding each child's need and/or background information.
    Lack of knowledge/experience on a broader level of "special needs" issues.
    Individual interactive human factors, such as personality differences, tolerance level, reaction to crisis, emotional involvement, inadequate level of cooperation.

D. Attitudes -

    Fairness; time required to serve children who need more time/attention; limited number of staff; "good" kids get ignored.
    Frustration, resentment; easier to plan policy than to implement.

E. Role Expectations -

    How role and job expectations are presented.
    Staff commitment to philosophy of meeting a broad continuum of needs.
    Accept/expect crisis situations from everyone-staff, children, parents, self.

F. Parents -

    Confrontational style or an unwillingness to dialogue when and if problems arise.

G. Management Staff -

    Not always prepared to appropriately deal with staff reactions to crisis.
    Need to avoid sympathy for high expectations.
    Focus on how policies can work vs. why they don't.
    Lack of planning for intervention.
    Lack of effective discipline policy; designed to work kids out of program.

Behavior Intervention
Adapted from resource by YWCA of Lancaster, Pennsylvania

Positive reinforcement and redirection are the key words in the YWCA child care philosophy as it relates to behavior intervention. Under no circumstances shall staff use any physical means of discipline, including handling a child in an excessively rough manner. Any such occurrence reported or observed shall result in the immediate suspension and probable termination of the employee. Under no circumstances shall staff isolate a child outside of the room as a means of discipline, unless such action is approved by the Director and the child is supervised.

Effective techniques begin with prevention. The following are some suggestions on how to prevent problems before they arise.

1. Room arrangements — try to set up areas so there is little traffic through them. Separate noisy areas from quite ones, and be sure there is an area for physical activity and for children to be alone when they don't feel like being a part of a group.

2. Good programming — be sure your activities are interesting and challenging, but not frustrating for children. Eliminate unecessarily long waits, change toys and materials periodically, balance noisy and quiet activities and prepare children for changes before they occur.

3. Set limits — From the first day a child enters the center, define your limits clearly and firmly. Children who have been in the center for a while can be helpful in teaching limits to the new children. Know children as individuals and tune in to each child's needs and abilities.

4. Modeling — Staff members are models for the children. Be a good model in your speech and actions. Children will imitate what you say and do, and how you handle situations.

5. Wording — What you say and how you say it are equally important. Instead of "Would you like to...", say "It's time to..." or take the child by the hand and go. Quietness, firmness when necessary, good eye contact, and simple language are also effective.

When prevention is not enough, please bear these thoughts in mind:

1. Children are *never* punished physically. If children are disciplined by the use of physical force they are learning that physical aggression is ok in some situations.

2. Long and involved explanations are unnecessary and useless when working with a child. Be brief and to the point.

The following are suggestions for ways to handle common discipline problems:

1. Rough play (hitting, kicking, biting, pulling hair, pinching)

   If a child is frustrated with another child, encourage the child to use words and model for the child. "Pam, I don't like when you take my blocks. Please give them back."

2. Yelling, screaming, loud voices

   Say, "Sam, you need to use an inside voice." instead of saying "Be quiet." Practice using quiet voices in the child care room.

3. Running

   Don't say "No running." Do say "Jill, you need to use walking feet." If this does not work positively, redirect to a quieter activity.

4. Throwing toys, food, or books

   "Betty, blocks are to build with, not to throw. If you want to throw, I will play ball with you. Balls are made to throw."

5. Climbing on shelves, tables, standing on chairs

   Don't say. "Get down." Do say "Billy, your feet need to be on the floor."

6. Teach children to clean up one area before going to another.
7. Do not allow children to leave the room unless accompanied by a staff member or a parent.
8. Teach children that they must always hold hands on outdoor walks.

Consider these problems with punishment:

1. Punishments are not related to changes in behavior or attitude.
   a. Punishments may end with no improvement in behavior or attitude.
   b. The child may want to be good before the punishment begins or ends.

2. Punishments do not teach desirable behaviors.
3. Punishments do not teach problem-solving skills
4. Punishments do not teach cooperation.
5. Punishments may teach aggression — children may learn that the way to handle their own hurt, anger or frustration is to blame others and try to hurt them.
6. Punishments often result in counter-aggression. The child tries to get even with the parent or the person who told.
7. Punishments draw attention away from the child's responsibilities to "was it fair" or "how do I get even" or "how can I do it without getting caught."
8. Punishments may encourage crying, whining, pleading, etc. as ways of reducing or ending punishments.
9. Punishments may encourage non-desired avoidance behaviors such as sneakiness, laughing or running away.
10. Punishments may hurt the child's self-image. Children may come to believe that they are not ok, valuable or loveable.
11. Punishments may hurt the adult/child relationship. There are better ways to show love.

In short, there are better ways to lead the child to positive behavior. The following are basic guidelines for YWCA child care staff to use in changing behavior.

1. Children will tease and test just to make certain they are clear regarding limits. Gradually they will begin to avoid forbidden objects and places. Remember to be consistent.
2. To develop a strong self-concept, children have to learn to discriminate between adults' feelings about their acts versus their own feelings about themselves.
3. Caregivers who use positive suggestions in order to get compliance are more likely to receive compliance than are caregivers who use commands, prohibitions, and/or reasoning.

4. If children get a lot of positive responses such as praise, approval, and the accomplishments of tasks, they develop a positive feeling about themselves.
5. Children tend to repeat behaviors (positive or negative) to which adults pay attention.
6. Negative discipline fosters aggression in children. Positive actions do not instill fear.
7. Positive responses encourage children to be self-responsible and foster self-control.
8. Positive responses encourage children to think and arouse empathy.
9. Positive actions build self-esteem and help children become competent.

Curriculum Planning for Various Ages

Curriculum — for drop-in, summer camp, full-day care at all ages, or nursery school programs — is *everything that happens* during the day, from the moment a child arrives at your program until the family safely leaves your YWCA at the end of the day.

Children are constantly learning, so your role is to ensure that their experiences in your programs provide them with abundant opportunities to become increasingly healthy, confident, caring, and competent individuals.

Curriculum is tailored to each group of children, rather than a set of lesson plans that are followed year after year. When planning for children's group and individual learning experiences in your program, give primary consideration to these factors:

Children's development — supporting all areas of growth — social, emotional, physical, spiritual, and intellectual — so that learning is relevant to children's ages, capacities, backgrounds, interests, cultures, personalities, and experiences

Questions to ask when planning activities for children

- What do children in this group already know? What topics most interest them? What related or new topics might meaningfully extend their knowledge? What values do we intend to teach? How are families involved in these decisions?
- What original, integrated learning activities in these areas will make sense to this group and encourage their thinking? Be open to a variety of possibilities!
- What positive messages will the children gain? How can the learning environment be structured to convey these messages? How will changes of pace in the daily routine be ensured?
- What hands-on materials are needed? How will the conservation of natural resources and recycling be promoted? Who or what resources in the community might contribute to children's experiences?
- How will the activities involve children as completely as possible (plan, gather materials, set up, explore and problem solve, create, share their knowledge, analyze)? Will items children create always be their own individual or group work (rather than fitting a preconceived adult pattern)?
- How will staff actively guide children's learning without dominating the process or outcome? How will children's progress be documented and recorded?

Program set up — preparing flexible schedules, creating appealing and safe indoor and outdoor learning environments, offering sufficient supplies

Activities and routines — finding a good, varied match between the children's development and their daily experiences with each other, caregiving adults, and their surroundings

Knowledge of child development and individual children is essential for sound curriculum planning and preparation of the learning environment.

Sample Curriculum Planning Ideas

Developmental considerations

Eight Curriculum Components
YWCA of Metropolitan Columbus, Ohio

Pulling together a program involves many factors, all of which contribute to the whole program. At the YWCA we understand the importance of self-concept, developmental norms, play, basic cognitive skills, classroom and outside environment, role of the staff, and the setting of goals.

We are able to meet our goals and implement our curriculum through the following eight ways:

1. Maintaining a high-quality staff
2. Promoting a team approach
3. Recognizing how children learn and the value of play
4. Maintaining a creative environment
5. Utilization of learning centers
6. Planning a daily schedule and transitions
7. Organizing and planning daily activities
8. Assessment

The YWCA of Minneapolis, Minnesota, Curriculum Guidelines reproduced in Figure 6.5, beginning on page 259, provides guidance in the areas of social-emotional, physical, language, and cognitive/perception/senses and are divided by age grouping.

It is important to refer to all policies as curriculum is developed. For example, the YWCA of Aurora, Illinois, religious observance policy repeated in this section would need to be kept in mind as plans for activities are made.

Religious Observances
YWCA of Aurora, Illinois

The YWCA child care programs do not provide instruction or formal observance of any religion as a part of the regular programs. Instead, the staff feels that an important component of socialization skills is to learn about different traditions. Accordingly, every effort will be made to expose children to a variety of cultures and traditions.

Infant Transitions to Toddler Classroom
YWCA of Minneapolis, Minnesota

Children are evaluated on the following criteria when they are to be moved to toddlers:

1. Ability to handle routines
   a) Napping schedule. Working toward one nap in the middle of the day.
   b) Eating most foods independently. Using spoon and drinking from a cup. Has given up bottles at school. Experience/ability sitting at the table.
2. Ability to benefit from materials and curriculum
   a) Cognitive ability. Combining of toys, works on a task with minimal assistance, increased complexity in type of play.
   b) Attention span. Some ability to focus on activity (5 minutes). Self-directed and teacher directed.
3. Ability to function in group care (more than previous experience)
   a) Less individualized attention. Some ability to calm self.
   b) Attained self-help skills. May notice peer's emotional state.
   c) Developing social skills. Experiments with toy exchange.
   d) Starting to follow one- and two-step directions.
4. Physical readiness — mobility. Success with toddler equipment, especially in large-muscle room.
5. Age — must be 16 months, but may benefit with more time in infants.
6. Overall maturity of the child — self-control, ability to cope with changes in routines, schedules, staff, and children.

Children should possess the majority of these skills before they are moved into the toddler room to ensure that their experience will be positive and successful.

Note: Some programs, especially family child care and school-age care, enroll children of mixed ages. YWCA staff who are considering mixed-age groupings are encouraged to consider the possible benefits and difficulties that may be encountered. Two good sources of information are The Case for Mixed-Age Grouping in Early Education *(Katz, Evangelou, & Hartman, 1990) and* "Research Highlights: Outcomes of Mixed-Age Groupings" *(Stegelin, 1997).*

References

Katz, L.G., Evangelou, D., & Hartman, J. (1990). *The case for mixed-age grouping in early education.* Washington, DC: National Association for the Education of Young Children.

Stegelin, D.A. (1997, Spring). Research highlights: Outcomes of mixed-age groupings. *Dimensions of Early Childhood,* 25(2), 22-28.

Curriculum Plans

Adapted from YWCA of Minneapolis

Long range written curriculum plan which reflects the programs, philosophy concerning **how children learn** and **goals for children's development.**

For convenience, the activities are divided into four main areas: social-emotional, physical, language,and cognitive development. Most activities develop more than one area. The curriculum is supported by structured, age-appropriate, interactive environments for each group. All activities must be culturally sensitive for the specific children involved.

INFANTS

I. SOCIAL-EMOTIONAL

A. Development of individual self-concept and self-esteem through:

1. PRIMARY CAREGIVING which ensures attachment between infant and caregiver and facilitates: caregivers ability to anticipate feeding and sleeping patters; one-to-one contact for comforting and helping infant deal with frustration
2. Support during adjustment to separation from parent(s)
3. Warm, nurturing, respectful personal relationships between staff and children including spontaneous and appropriate touching (hugging, holding, kissing, carrying, rocking, rubbing/patting backs); recognition and encouragement; and staffs' involvement in children's play, meal-times and routines
4. Verbal recognition of names of self, family, and others
5. Positive behavior guidance toward self-control with provision of limits, redirection, and choices
6. Recognition of body and facial parts; recognition of self in mirror
7. Self-help skills: dressing, knowing own crib, familiar routines such as going to the table/high chair at mealtimes; learning to play independently

B. Social interaction skills

1. Environment enables free exploratory play and unlimited interaction with peers
2. Staff provide limits, modeling, recognition, and assistance in developing patience, sharing, autonomy, kindness, gentleness
3. Introduction to group routines such as mealtimes, transitions

II. PHYSICAL

A. Large Muscle

1. Daily opportunities for outside or inside free choice activities which develop

strength and coordination; rolling, sitting up, creeping, crawling, pulling to stand, walking along furniture, walking with support of adult, walking, climbing, sitting in chairs, running, rocking in boat and on rocking-horse, walking up two-step stairs, carrying objects, placing objects in container, squatting, bending over to pick up toys, large balls, wheel toys, push and pull toys, sliding on slide, and dancing

2. Safe environment allows children to progress at own rate and learn to manipulate equipment independently
3. Adequate daily rest and nutrition

B. Small Muscle and Eye-Hand Coordination

1. Daily free-choice opportunities to develop strength and coordination: simple puzzles, shape sorters, busy boxes, infant manipulatives (rattles and teethers), art media, clapping
2. Self-help skills: feeding self finger foods, drinking from cup, using spoon, hand washing and drying, taking off shoes and socks, picking up toys

III. LANGUAGE

A. Daily opportunities for language development through frequent interactions between infants and caregivers: imitation of infant's sounds, repeating words and sounds, singing, labeling objects, pictures, descriptions of infant's actions, verbally identifying infant's emotions, identifying people, nonverbal communication

B. Staff encouragement, modeling and reinforcement of children's use of language during social interactions

C. Staff directed group opportunities for listening, repeating and speaking: fingerplays, stories, songs

IV. COGNITIVE/PERCEPTION/SENSES

A. Daily free-choice opportunities for developing senses: visual tracking, blowing bubbles, busy boxes, simple puzzles, "noisy" toys, opportunities for picture recognition and identification of objects, smells, touch, tastes, and for making choices and decisions

B. Opportunities for creative play: hats, purses, telephones, art activities (crayons, paints, etc.), rhythm instruments, dancing, clapping hands

TODDLERS

I. SOCIAL-EMOTIONAL

A. Development of individual self-concept and self-esteem through:

1. Support during adjustment to separation from parent
2. Warm, nurturing, respectful personal relationships between staff and children

including spontaneous and appropriate touching (hugging, holding, kissing, carrying, rocking, rubbing/patting backs), recognition and encouragement, and caregiver's involvement in children's play, meal-times, and routines

3. Verbal recognition and acceptance of children's emotions
4. Positive behavior guidance toward self-control with provision of limits redirection and choices
5. Body awareness, sharing about children's families and events, posting children's names and photos
6. Self-help skills: dressing, diapering and toileting, handwashing, recognizing belongings, eating, napping

B. Social interaction skills

1. Free-choice opportunities for play and friendships with other children
2. Staff provide limits, modeling, recognition and assistance in developing patience, sharing, autonomy, kindness, gentleness
3. Introduction to group routines such as mealtimes, transitions, large and small group activities
4. Dramatic play, encouraging exploration of roles and emotions, exercise of imagination

C. Staff-guided group consideration of social themes such as:

1. Families, pets, homes, seasons, animals, foods
2. A variety of cultures (children's families and others) through stories, pictures

II. PHYSICAL

A. Large Muscle

1. Daily opportunities for outside or inside free-choice activities which develop strength and coordination: walking, sitting in chairs, running, galloping, climbing ramp, climber and stairs, jumping, balancing, large balls, wheel toys, push and pull toys, tunnel, slide
2. Daily staff-directed activities: directed movement, dance
3. Adequate daily rest and nutrition

B. Small Muscle and Eye-Hand Coordination

1. Daily free-choice opportunities to develop strength and coordination, clay, manipulatives, puzzles, blocks, art media, crayons, markers, water table, shaving cream
2. Staff-guided activities: fingerplays, cooking projects
3. Self-help skills: dressing, toileting, handwashing, teeth brushing, eating, clean-up

III. LANGUAGE

A. Daily opportunities for conversations among children and between children and staff during: dramatic play; active play; exploration of art, science, manipulative materials; books; self-help activities; classroom routines

B. Staff encouragement, modeling and reinforcement of children's use of language during social interaction and altercations

C. Staff-directed group opportunities for listening, repeating and speaking: fingerplays, stories, discussion of on-going themes and class current events, music, songs, chants

D. Use of written words and symbols: children's names on cubbies, table places, art work, photos

IV. COGNITIVE

A. Daily free-choice opportunities for: sensory exploration, picture recognition, identification of objects, colors, attributes; classification; sorting; counting; book "reading"; recollection of stories, routines, directions, information; exploration of science materials; observation of pets, concept formation; puzzles

B. Staff-directed opportunities for: development of memory skills (fingerplays, songs, retelling of stories and events); sharing of ideas and information about: daily routine, various cultures, seasons, natural world, families, health, nutrition, safety, growth and development, animals, concepts of quantity

PRESCHOOL

I. SOCIAL-EMOTIONAL

A. Social interaction skills

1. Free-choice opportunities for play and friendships with other children of the same age
2. A variety of dramatic play situations (house, post office, grocery store, business office, shoe store, etc.)
3. Staff provide modeling, recognition and assistance in: social problem solving and resolving altercations; developing patience, sharing independence, fairness, empathy, kindness, gentleness, altruism, cooperation, and autonomy
4. Transitions, classroom, and mealtime routines

B. Staff-guided group consideration of social themes such as:

1. Families, pets, homes
2. A variety of cultures (children's families and others) through stories, pictures, artifacts, films, games, field trips, foods, visitors, and discussion
3. Community workers, functions, locations

C. Development of individual self-concept and self-esteem through:

1. Warm, nurturing personal relationships between staff and children including spontaneous and appropriate touching (hugging, holding, kissing, carrying, rocking, rubbing/patting backs), recognition and encouragement, and staff involvement in children's play, meal-times, and routines
2. Verbal recognition and acceptance of children's emotions
3. Body awareness; constructing growth charts; books about "me"; sharing about children's families and events; posting children's names and photos
4. Self-help skills: dressing; toileting; handwashing; keeping track of belongings; eating; following routines
5. Self-expression in music, movement, and the visual arts

II. **PHYSICAL**

A. Large Muscle

1. Daily opportunities for outside or inside free choice activities which develop strength and coordination: running, galloping, skipping, climbing ramp, climber and stairs, hopping, jumping, balance beam, large and small balls, tricycles, tunnel, moving tires and saw-horses; at the park: swinging, pole, and horizontal ladder
2. Daily staff directed activities: circle games, directed movement, creative movement, tumbling, balance, obstacle course
3. Bi-weekly small-group activity: swimming
4. Adequate daily rest and nutrition

B. Small Muscle and Eye-Hand Coordination

1. Daily free-choice opportunities to develop strength and coordination; clay, manipulatives, puzzles, blocks, art media, (crayons, markers, pencils, and scissors), water table, sand table, woodworking
2. Staff-guided activities: fingerplays, cooking projects, name writing
3. Self-help skills: dressing, toileting, handwashing, teeth brushing, table setting, pouring, serving, eating, clean-up

III. **LANGUAGE**

A. Daily opportunities for conversations among children and between children and staff during: dramatic play; active play; exploration of art, science, manipulative materials, books; self-help activities; classroom routines

B. Staff encouragement, modeling, and reinforcement of children's use of language during social interaction and altercations

C. Staff-directed group opportunities for listening, remembering, repeating, and speaking: fingerplays, stories, discussion of on-going themes and class current events, music, songs, chants

D. Use of written words and charts: children's names on cubbies, table places, art work, photos, jobs chart; labelled items and locations in the room: song charts; recipe charts; child-composed stories and art work descriptions

E. Group composition of thank you letters, accounts of trips and events

COGNITIVE

A. Daily free-choice opportunities for: picture recognition, identification of objects, colors, attributes; classification, comparison by attributes (shape, size, color, etc.), seriation, measuring, counting, estimating, book "reading", recollection of stories, routines, directions, information; exploration of science materials, observation of pets, concept formation, puzzles, number and letter recognition

B. Staff-directed opportunities for: development of memory skills (fingerplays, music, retelling of stories and events); sharing of ideas and information about various cultures, seasons, natural world, families, health, nutrition, safety, growth and development, community roles, animals, number concepts, numeral recognition, letter recognition, phonics, rhyming, current events, developing tastes and opinion

C. Staff-directed small groups engage in: cognitive games of classification, matching, number and letter recognition, concepts, cooking (directions, measuring, counting, language, senses)

D. Monthly field trips provide opportunities for: preparation (planning, sharing of expectations and questions), observation, discussion, questioning, follow-up (recall, discussion, sharing of information learned, expression of opinions and written account for reinforcement); trips to the Children's Theatre, Children's Museum, zoo, farms, community workers' locations, library, nature center

E. Special events such as parent pot lucks include: planning, preparation, and follow-up

SCHOOL-AGE

I. SOCIAL-EMOTIONAL

A. Social interaction skills

1. Free-choice opportunities for play and friendships with other children of the same age
2. A variety of dramatic play situations (house, post office, grocery store, business office, shoe store, etc.): encouraging exploration of roles, exercise of imagination, working through emotions
3. Staff provide modeling, recognition, and assistance in: social problem solving and resolving altercations; developing patience, sharing, independence, fairness, empathy, kindness, gentleness, altruism, cooperation, and autonomy

4. Opportunities for responsibility, leadership, and contributions during daily routines, transitions, classroom and mealtimes

B. Staff-guided group consideration of social themes such as:

1. Families, pets, homes
2. A variety of cultures (children's families and others) through stories, pictures, artifacts, films, games, field trips, foods, visitors, and discussion
3. Community workers, functions, locations
4. Larger community — neighborhood, city, state, and national themes

C. Development of individual self-concept and self-esteem through:

1. Warm, nurturing personal relationships between staff and children including spontaneous and appropriate touching (hugging, holding, kissing, carrying, rocking, rubbing/patting backs) recognition and encouragement, and staff involvement in children's play, mealtimes, and routines
2. Verbal recognition and acceptance of children's emotions
3. Body awareness, constructing growth charts, books about "me", sharing about children's families and events, posting children's names and photos
4. Skill and interest development
5. Self-expression in music, movement, and visual arts

II. PHYSICAL

A. Large Muscle

1. Daily opportunities for outside or inside free choice activities which develop strength and coordination: running, galloping, skipping, climbing ramp, climber, and stairs, hopping, jumping, balance beam, large and small balls, tricycles, tunnel, moving tires and saw-horses; at the park: swinging, pole and horizontal ladder
2. Daily structured activities: games, skill development
3. Biweekly small-group activity: swimming
4. Adequate daily rest and nutrition

B. Small Muscle and Eye-Hand Coordination

1. Daily free choice opportunities to develop strength and coordination: manipulatives, puzzles, blocks, art media, (crayons, markers, pencils and scissors), water table, sand table, woodworking
2. Structured activities: cooking projects, crafts, writing
3. Self-care skills: handwashing, teeth brushing, table setting, pouring, serving, eating, clean-up

III. LANGUAGE

A. Daily opportunities for conversations among children and between children and staff during: dramatic play; active play; exploration of art, science, manipulative materials; books; self-help activities; classroom routines

B. Staff encouragement, modeling, and reinforcement of children's use of language during social interaction and altercations;

C. Structured group opportunities for listening, remembering, repeating, and speaking: fingerplays, stories, discussion of themes and class current events, music, songs, chants

D. Use of written words and charts: children's names on cubbies, table places, art work, photos, jobs chart; recipe charts; child composed stories and art work descriptions

E. Group composition of thank you letters, accounts of trips and events

IV. COGNITIVE

A. Daily free-choice opportunities for: identification of attributes; classification, comparison by attributes (shape, size, color, etc.), seriation, measuring, counting, estimating), books, recollection of stores, routines, directions, information; exploration of science materials, observation of pets, concept formation, puzzles, number concepts and word recognition

B. Structured opportunities for: development of memory skills (fingerplays, music, retelling of stories and events); sharing of ideas and information about various cultures, seasons, natural world, families, health, nutrition, safety, growth and development, community roles, animals, number concepts, phonics, rhyming, word recognition, current events, developing tastes and opinions

C. Staff-directed small groups engage in: cognitive games of classification, matching, concepts, science exploration, cooking (directions, measuring, counting, language, senses)

D. Monthly field trips provide opportunities for: preparation (planning, sharing of expectations and questions), observation, discussion, questioning, follow-up (recall, discussion, sharing of information learned, expression of opinions and written account for reinforcement); trips to Children's Theatre, Children's Museum, zoo, farms, community workers' locations, library, nature center

E. Special events such as parent pot lucks, including planning, preparation, and follow-up

Rationale for Mixed-Age Groupings
YWCA of Metropolitan Columbus, Ohio

All of our Learning Tree Program classes have a mixed-age group population of 3-, 4-, and 5-year-olds. We have had great success with mixed-age grouping in the past, and research has shown that it has many benefits for all children.

A mixed-age group setting is an appropriate environment for children because it is similar to family or neighborhood situations of which they are a part. Children obtain a diversity of experiences which challenge them to look at things in a different way.

Older children in the class learn skills such as patience and understanding and revisit past knowledge. Experiencing something a new way is how we learn to think, problem solve, and build knowledge. The younger children strive to try new skills that they see their older peers accomplishing. Both groups gain much self-esteem from a task accomplished or a skill shared.

Part-Time Mixed-Age Preschool Schedule
YWCA of Metropolitan Columbus, Ohio

All classes will follow the daily schedule as shown below. It takes several weeks into the year before the routine is finalized. The schedule provides a balance of child-initiated/teacher-initiated, quite/active, indoors/outdoors, individual/small group/large group, and small-muscle/large-muscle activities. The times listed in the schedule are flexible and are sometimes changed to meet the needs of individual children and the group.

Snack will be offered during playtime as a choice. Children will be encouraged to participate with their friends in set up, serving, and clean up of the snack. This encourages independence, self-management, and problem solving.

A.M. Schedule

9:00-9:15	Arrival/large group meeting
9:15-10:15	Planning and choice time
10:15-10:30	Cleanup and review
10:30-10:45	Small group meeting/quiet time
10:45-11:25	Outside playground or inside large-motor
11:30	Dismissal

P.M. Schedule

12:30-12:45	Arrival/large group meeting
12:45-1:20	Outside playground or inside large-motor
1:20-2:25	Planning and choice time
2:25-2:40	Cleanup and review
2:40-2:55	Small group meeting/quiet time
3:00	Dismissal

Setting up the program

Characteristics of a Good Daily Schedule
YWCA of El Paso del Norte Region, Texas

Appropriate planning and scheduling allow for a dependable routine and predictable sequence to daily activities, yet allow for flexibility and creative alternatives.

- Schedule has large blocks of time allowing for tasks to be completed.
- A good balance of activities is scheduled, including: individual/small group/large group, quiet/active, indoor/outdoor, large-/small-muscle, child-/teacher-initiated.
- Schedule allows for effective, smooth transitions.
- Schedule allows the adult to be free enough to give guidance and support when needed.

The Environment Planning Form by the YWCA of Hartford Region, Connecticut, which is illustrated in Figure 6.6 on page 268 assists staff and supervisors to know that the child care program has a comprehensive curriculum.

YWCA
Hartford Region
ELIMINATE RACISM AND EMPOWER WOMEN

Hartford Region YWCA
Kinderfun Environment Planning Form

Theme:____

Week:____

BLOCKS	**MANIPULATIVES**	**HANDS-ON SENSORY**
Focus:	Focus:	Focus:
Materials:	Materials:	Materials:
SCIENCE	**DRAMATIC PLAY**	**CREATIVE EXPRESSION**
Focus:	Focus:	Focus:
Materials:	Materials:	Materials:
MUSIC / MOVEMENT	**LANGUAGE / WRITING**	**SCIENCE**
Focus:	Focus:	Focus:
Materials:	Materials:	Materials:

Activities and routines

Planning Activities and Transitions
YWCA of Metropolitan Columbus, Ohio

Planning of Specific Activities

All programs are required to plan and fill out a lesson or activity plan. Staff strive to plan activities that are:

1. Hands on
2. Open ended
3. Involve problem solving
4. Multicultural
5. Age and developmentally appropriate
6. Child initiated — providing lots of choices for children

Staff will conduct smooth and unregimented transitions between activities. Children are not always required to move from one activity to another as a group. Transitions should be carefully planned: children should be given advance notice to prepare for change, transitions should be gradual rather than abrupt, and waiting should be minimized.

Program Planning
YWCA of Western New York

The following characteristics should fit ALL activities and experiences you plan. Activities should be:

Hands-on: Young children learn as they actively explore and interact with their environment. Like adults, children learn best by doing, not by being told something. Allow as much time as possible for hands-on learning.

Child-directed: Children should be provided with a variety of activities from which thy can choose and direct themselves. Highly structured, teacher-directed activities should be limited.

Open-ended: Activities and experiences, particularly creative activities, should focus on the process, not the product. There should be no "right" or "wrong" way for a child to do a particular activity. Art activities should allow the child to express his or her creativity without adult-imposed ideas of how things should look (for example, teacher models, teacher-made designs and cutouts, coloring sheets). Planning can be open ended by allowing the children's interest to guide the learning experience. For example, if your children loved a particular book you read, build upon their interest by creating activities based on that interest. When interest begins to wane, you can move on. There does not have to be a rigid beginning and end to activities and learning themes.

Although you will have lesson plans for each day, they may or may not conform to the actual events on a given day. Unforeseen circumstances often occur (children's changing interests, bad weather) and flexibility is as important as planning in your daily routine. Your director can recommend teacher resource books, planning guides, and professional articles to assist you in planning your curriculum.

Three forms created by the YWCA of San Diego, California and Hartford Region, Connecticut are recreated in Figures 6.7 and 6.8 on pages 270-272.

Figure 6.7

LESSON PLAN

THEME: ____________________

LEARNING OBJECTIVES:

____

____

TEACHER: ____________________

LEVEL: ____________________

WEEK OF: ____________________

OUTSIDE TIME: ____________________

SNACK TIME: ____________________

LUNCH TIME: ____________________

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

SUGGESTED ACTIVITIES

STORY TIME
Daily

ART
Daily

MUSIC & FINGER PLAY
Daily

MANIPULATIVE
Daily

COOKING
1-2 Times/Week

OUTSIDE ACTIVITY
2 Times/Week

SCIENCE

YWCA
San Diego
County

Figure 6.8

YWCA
Hartford Region

ELIMINATE RACISM AND
EMPOWER WOMEN

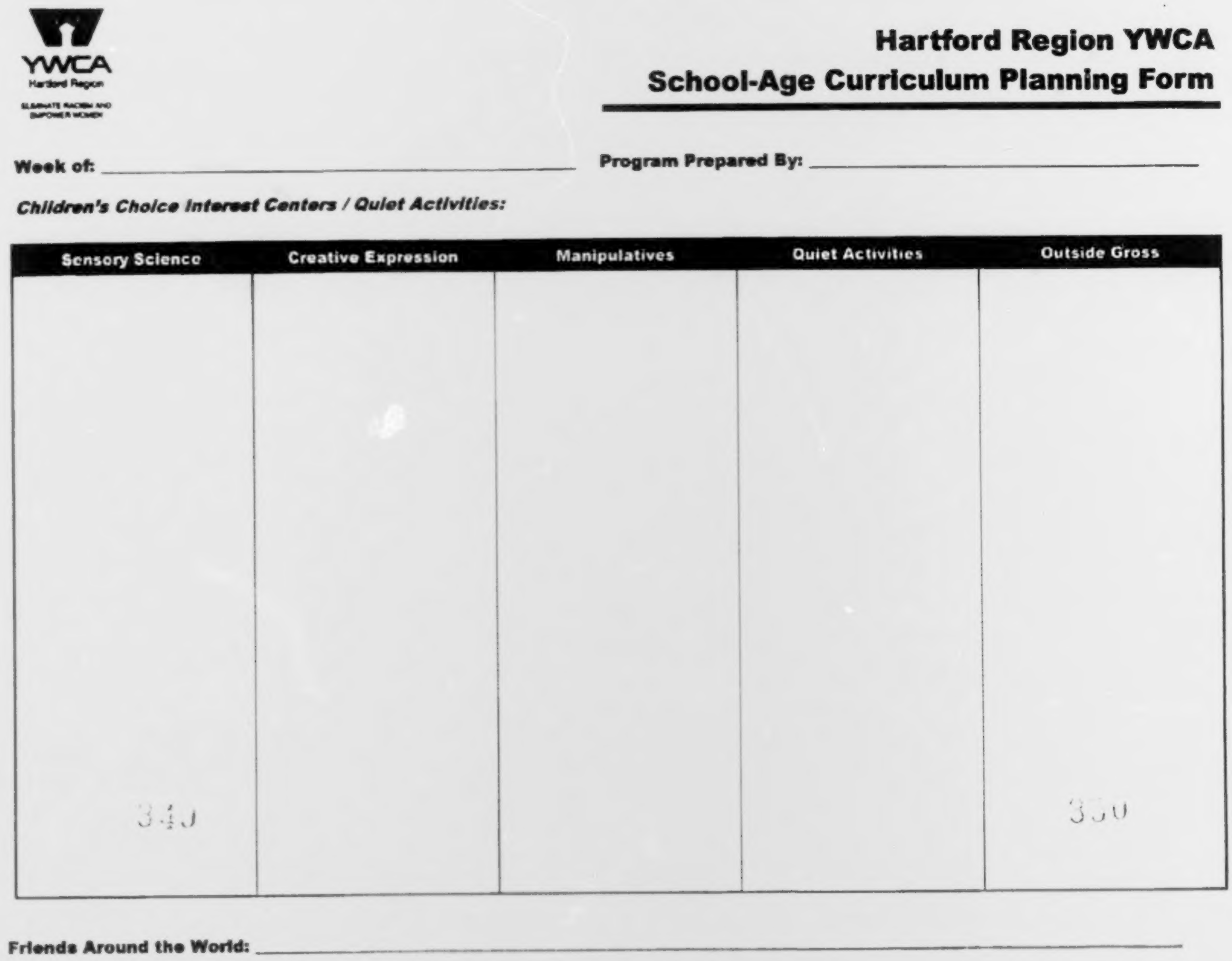
Hartford Region YWCA
Kinderfun Curriculum Planning Form

Week of: ____________________ **Theme:** ____________________

Skills/concepts to emphasize: ____________________

	Monday	Tuesday	Wednesday	Thursday	Friday
GROUP TIME (songs, stories, games)					
SPECIAL ACTIVITIES **Materials**					
OUTDOOR ACTIVITIES					

Book List:



YWCA
Hartford Region
ELIMINATE RACISM AND EMPOWER WOMEN

Hartford Region YWCA
School-Age Curriculum Planning Form

Week of: ______________________

Program Prepared By: ______________________

Children's Choice Interest Centers / Quiet Activities:

Sensory Science	Creative Expression	Manipulatives	Quiet Activities	Outside Gross

Friends Around the World: ______________________

Figure 6.8

Resources That Support Inclusion, Valuing of Diversity, and Peace

The YWCA of the U.S.A. and its affiliates have stood firm as a leader in the movement to work "toward peace, justice, freedom, and dignity for all people."

YWCAs Are Anti-Racist and Anti-Sexist

The commitment to the YWCA's One Imperative — "to thrust our collective power toward the elimination of racism, wherever it exists and by any means necessary" — was made in 1970. The YWCA's Anti-Racist, Anti-Sexist Statement, adopted in 1972, is found in Appendix A.

YWCA racial justice actions since that time that support this mission include workshops, an Action Audit tool for change, conferences, divestiture of investments in corporations doing business in South Africa, Racial Justice Awards, passage of the current resolution calling for education on issues of homophobia, and publication of a Racial Justice Training Manual for associations.

How does this long-standing commitment affect YWCA child care programs? Knowledge about children's development and its implications for children's life-long capacities to care about themselves and others plays a key role in achieving the YWCA's mission.

As described in Chapter 1, early in their preschool years, children are already becoming acutely aware of indicators of

YWCA child care programs make powerful and lasting contributions to the realization of the association's One Imperative by...

- recruiting and prizing the contributions of diverse staff, volunteers, and families
- blending diverse families' priorities and values for their children into all aspects of the child care program
- offering an inclusive, integrated, balanced daily curriculum that naturally incorporates positive daily experiences that deal with cultural diversity, gender differences, and variations in the abilities of individuals (rather than using a superficial tourist approach as outlined in Chapter 1)
- providing children with authentic, meaningful information and understandings about people's similarities and differences
- appreciating and respecting people in all interactions and through all learning materials and activities
- nurturing children's sense of responsibility for themselves and others
- teaching children skills that enable them to get along with people, to resolve problems nonviolently, to recognize stereotypes and bias, and to stand up for social justice and fairness and against biased behavior

gender differences, racial indicators such as skin color, variations in physical capacities such as mobility, and cultural attributes such as language. Society's biases are reflected in children's behaviors early in childhood (Derman-Sparks & The A.B.C. Task Force, 1989).

Issues of race, gender, and social class continue to dominate the political and personal landscapes in this country. Negative stereotypes abound, and affect our ability to perceive others, especially people we know—children, family members, co-workers—as they really are. Child care teams are challenged to learn to recognize their biases, to listen to each other and to children's family members, and to resolve questions that are bound to arise, even in populations that on the surface may appear to be homogeneous. Child-rearing practices are embedded within a family's culture. Eating, toilet learning, and play are just some of the daily routines that pose opportunities for caregivers to be aware of, and to respect, families' cultural differences and values (Gonzalez-Mena, 1997).

YWCAs Are Working Toward Peace

YWCA child care programs are in an ideal position to teach the attitudes and skills necessary for peace and to counter violence within families, communities, and cultures. Child care staff therefore are encouraged to

- Participate in YWCA Week Without Violence activities.
- Advocate for public policies and actions that support peace. Include children and families in age-appropriate advocacy efforts such as writing letters to decision makers.
- Inform the public on the effects of violence on children.
- Combat the roots of violence, including unemployment and underemployment, low wages, expensive housing, and lack of access to affordable, high-quality child care.
- Support legislation consistent with the YWCA position on gun control.
- Regulate children's television-viewing habits and let sponsors know you are doing so.
- Use appropriate nonviolent discipline methods and insist that schools and other child care centers do so also.
- Promote curriculum and teaching practices that address violence prevention: teach conflict resolution, cooperative learning, respect for diversity in all its forms, and promote positive cultural identity as a central part of the program.
- Help children find peaceful resolution to their everyday conflicts. Allow children the right to their anger. Help them find healthy things to do with their angry feelings, things that don't hurt others, themselves, or objects. Help them think about creative and constructive solutions to their problems.

The resources suggested here are intended to assist all child care staff members who work with children and families in the quest to create a more just, harmonious, and fair society in which everyone can be productive and thrive. Additional insights on integrated, activist approaches are offered in Part I of this guidebook. Every YWCA child care program can benefit from ongoing efforts to wrestle with issues and improve the quality of care.

Sample Inclusion Statements

Adapted from
YWCA Vision and Activity Planning
YWCA of Metropolitan Columbus, Ohio

The vision of the YWCA of Metropolitan Columbus, as part of a pluralistic world movement, is to empower women of all races, ages, status, experience, and beliefs to gain skills and knowledge to take control over their lives and to influence their community. By means of education, advocacy, and programming, the YWCA works to advance racial justice, international understanding, and its women's issues agenda. Driven by the strength and spirit of women, the YWCA is guided by commitment to peace, justice, equality, human dignity, freedom, and the elimination of racism.

What We Believe
YWCA of Bergen County, New Jersey

All children are born curious and eager to learn. The goal of early childhood education must be the development of the whole child—intellectually, socially, emotionally, and physically in an environment that nurtures self-confidence and provides learning challenges.

Our multicultural curriculum focuses on diversity—actively engaging children in appreciation of the differences in human beings.

The environment is structured, not the children or the program. Classrooms have activity centers with abundant materials to explore and manipulate. Routines are established to provide security, but are flexible enough for each child to make his/her own adjustments and few enough so that creativity is not stifled. Play, stories, art, music, and science provide outlets for individuality. Every child is valued for the unique person she/he is and for everything she/he does.

Children With Special Needs
YWCA of Metropolitan Columbus, Ohio

Children with special needs are identified through information supplied by the parents on the registration form. An initial meeting with the parents will be scheduled so that the Director can learn more about the family's situation and review program policies and procedures. The Director will obtain a release of information for speaking with school personnel.

An initial trial period of approximately 3 months for children with special needs is set to determine whether or not the child's needs can successfully be met within the limits of this program. Any concerns that arise during this period will be discussed in detail with parents, child, and staff, keeping in mind the child's ability to perceive and respond to the program environment based upon his/her developmental level.

A maximum of five full-time spaces will be made available at each school which has a program for children with multiple handicaps. One program assistant will be assigned to the group. The rate and frequency of integration will depend upon the ability of each child, with total integration as the goal.

Children having special needs identified as other than "multiple handicaps" will be included as part of the larger group, depending upon the child's ability to successfully integrate with that group. If it is requested or determined that the child is better served by supervision in a smaller group, the child will be included in the 1:5 ratio.

All participants with special needs may participate in the full-day program. If it is determined that a child is unable to participate successfully for the entire 11-hour period, arrangements may be made for partial-day care at the site.

Inclusion Resources

Principles of Quality Care in a Diverse Society

1. Combat racism and foster positive racial identity in young children.
2. Build upon the cultures of families and promote respect and cross-cultural understanding among children.
3. Preserve children's family languages and encourage all children to learn a second language.
4. Work in partnership with families to respond to issues of race, language, and culture.
5. Engage in dialogue and reflection about race, language, and culture on an ongoing basis.

Note: From *Looking In, Looking Out: The Changing Role of Early Care and Education in a Diverse Society*, by H. N-L. Chang, A. Muckelroy, & D. Pulido-Tobiassen, 1996, San Francisco: California Tomorrow. Copyright © 1996 by California Tomorrow. Reprinted with permission.

What's Good for Children: A Multiethnic View

It's good for children to receive *culturally competent care* that is *sensitive* and has a *global, multi-ethnic view*. Culturally competent care requires that:

Adults in children's lives respect each other.

Adults in children's lives work to understand each other's perspectives.

Caregivers and parents understand how program and family values may differ and work together toward blending differing value systems.

Adults in children's lives create ongoing dialogues.

Note. From *Multicultural Issues in Child Care* (2nd ed.) (p. 15), by J. Gonzalez-Mena, 1997, Mountain View, CA: Mayfield. Copyright © 1997, 1993 by Mayfield Publishing Company. Reprinted with permission.

Diversity: What Are Children Really Learning?

These questions can guide the selection of engaging learning materials, teaching and child-rearing strategies, and activities for young children and their families.

1. How well does the content of classroom pictures, posters, games, and other materials represent real people?
   a. Are people respectfully depicted as positive, active, considerate, and cooperative?
   b. Are the numbers of males and females balanced?
   c. Are people with a variety of physical and mental abilities depicted?
   d. Are people from various ethnic/cultural groups pictured in traditional and contemporary settings, dress, and hairstyles? Are facial features, skin tones, and other characteristics accurate? Are artifacts and information authentic?
   e. Are people of many ages represented?
   f. Are people's work, dwellings, natural resources, and families depicted with diversity? Do children construct knowledge about people from everyday situations? Are observances of special events kept to a minimum or eliminated altogether?
   g. Is children's original art work prominently displayed for all to enjoy?

h. Are learning materials placed where children can choose and use them?

2. How well do the messages in children's books, recordings, and activities convey respect for human similarities and differences, and promote efforts to achieve harmony among peoples?

   a. Are the people and illustrations diverse (see a through f above)?

   b. Do story and song characters speak and act in genuine, positive ways? Are children's names, and words in languages other than English, pronounced correctly?

   c. Are events accurately portrayed in ways young children can understand?

   d. Are both historical and contemporary settings depicted?

   e. Are situations resolved in ways that children are expected to emulate?

   f. Are children urged to think about whether what they read, hear, and see makes sense and is true? Are they expected to construct knowledge through their experiences?

3. How are children encouraged to succeed?

   a. Do daily experiences — food, people, language, learning materials, toys, and activities — incorporate children's cultures and those of the world's peoples? Do children and families feel respected? Are people within the community seen as primary resources? Are differences resolved through discussion with families?

   b. Do adults have realistic, individualized expectations for children based on their ages, abilities, learning styles, family values, and life experiences?

   c. Are children taught — and expected to use — skills such as decision making, democratic conflict resolution, and acting to solve problems? Are children interested and absorbed in worthwhile activities?

   d. Do adults support children's curiosity, self-motivation, and desire to control themselves? Is praise specific, nonjudgmental, and individual?

   e. Are various types of play offered (small-/large-motor, quiet/noisy, mostly child-directed/some adult-directed, individual/small group, cooperative/ larger group)? Are children encouraged to engage in a variety of absorbing activities?

   f. Are children urged to evaluate their own efforts and progress? Do they increasingly take responsibility for their own learning?

Adapted from *Valuing Diversity: The Primary Years* (p. 30) by J.B. McCracken, 1993, Washington DC: National Association for the Education of Young Children. Copyright © 1997 by J.B. McCracken. Adapted and reprinted by permission.

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Organizations and Publishers

Action Alliance for Children
1201 Martin Luther King Jr. Way
Oakland, CA 94612
(510) 444-7136

Association for Childhood Education International
17904 Georgia Ave., Suite 215
Olney, MD 20832
(301) 570-2111
(800) 423-3563

Bread and Roses
330 W. 42nd St.
New York, NY 10036
(800) 666-1728

California Tomorrow
Fort Mason Center, Building B
San Francisco, CA 94123
(415) 441-7631

Concerned Educators Allied for a Safe Environment (CEASE)
17 Gerry St.
Cambridge, MA 02138
(617) 864-0999

Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091
(703) 620-3660

Knowledge Unlimited
Box 52
Madison, WI 53701-0052
(608) 836-6660
(800) 356-2303

Lift Every Voice
16 Park Lane
Newton Centre, MA 02159
(617) 244-9808

National Association for the Education of Young Children
1509 16th St., N.W.
Washington, DC 20036-1426
(202) 232-8777
(800) 424-2460

National Black Child Development Institute, Inc.
1023 15th St., N.W., Suite 600
Washington, DC 20005
(202) 387-1281

National Center for Infants, Toddlers, and Families
734 15th Street, N.W., #1000
Washington, DC 20005-1013
(202) 638-1144

National Coalition of Education Activists
P.O. Box 679
Rhinebeck, NY 12572
(914) 876-4580

National League of Advocacy
American Friends Service Committee
Bridges Project
1711 Connecticut Ave., N.W., Suite 206
Washington, DC 20009-1139
(202) 319-7596

Network of Educators on the Americas
P.O. Box 73038
Washington, DC 20056-3038
(202) 238-2379

Northeast Foundation for Children
71 Montague City Rd.
Greenfield, MA 01301
(800) 360-6332

Office on Global Education
Church World Service and Witness Unit
2115 N. Charles St.
Baltimore, MD 21218-5755
(410) 727-6106

People of Every Stripe
P.O. Box 12505
Portland, OR 97212-0505
(503) 224-8057

Redleaf Press
450 N. Syndicate, Suite 5
St. Paul, MN 55104-4125
(800) 641-1005

Rethinking Schools, Ltd.
1001 E. Keefe Ave.
Milwaukee, WI 53202
(414) 964-9646

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

Southern Early Childhood Association
7107 W. 12th St., Suite 102
Little Rock, AR 72204
(501) 663-0353
(800) 305-7322

Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
fax (334) 264-3121

Syracuse Cultural Workers
Box 6367
Syracuse, NY 13217
(315) 474-1132

Child Development Progress Records

The ultimate goal of every child care program is to foster children's healthy development. But how do families and child care providers know for sure that children are developing and maturing in optimal ways? How do we know whether children are getting the most from their child care experience?

Casual observation is constantly going on as guiders supervise children's play and as families notice what their children can do, or are yet to learn. Most adults have a built-in sense of whether a child is doing well or not. In a professional child care facility, such as those in YWCAs, however, a more systematic approach to documentation of children's progress, or to identify potential areas for concern, is a necessary component of high-quality group care (Leonard, 1997).

A few ways to record children's development through observation include:

anecdotes—brief, precise written notes about children's specific behaviors, written on note cards, gummed labels, sticky notes, notepads, and/or transcribed from a tape recorder

photographs — videos or prints of children in action, with descriptive notes

developmental scales or checklists — formal or informal sheets on which each child's behaviors are recorded periodically

interviews — questions, asked informally or formally, that reveal a child's levels of understanding and perceptions; responses are recorded in the child's exact words

portfolios — samples of children's art work, dictation, writings

Reasons to observe and record children's development

- enable families and caregivers to systematically and objectively focus on and track each child's progress
- provide valuable information for staff to use to plan daily activities and select teaching strategies
- offer insights into areas in which children may benefit from concentrated attention through further observations or targeted skill development
- make it possible to identify any possible delays that may warrant further screening and therapeutic intervention
- validate the high quality of care being provided and identify areas for improvement
- ensure that each child's development regularly receives attention and that adults get to know and understand each child

These confidential observations are maintained with children's other records and are discussed with families at regular conferences and in addition as needed. Most caregivers find that if they record observations on two or three children each week, they can maintain a continuous flow of developmental observations for the entire group.

Reference

Leonard, A.M. (1997). *I spy something! A practical guide to classroom observations of young children.* Little Rock: Southern Early Childhood Association.

Two sample sets of recording forms from YWCAs are provided here. The Minneapolis instrument (Figure 6.9) highlights specific behaviors and is structured to ensure that regular assessments are conducted. The Portland observation tools are open-ended, assumes that teachers and caregivers have a strong foundation in child development, and includes families in the assessment process either as part of a conference or in writing. They also contain a developmental therapy plan for addressing any areas of concern.

INFANT DEVELOPMENT ASSESSMENT TOOL

Child's Name:______________________________ Birthdate:______________

Date of Enrollment:________________________ Age at Enrollment:__________

Evaluation	Date	Teacher Signature	Parent Signature
1 month after enroll	________	____________________	____________________
6 months	________	____________________	____________________
11 months	________	____________________	____________________
15 months	________	____________________	____________________

Comments:

LANGUAGE

	DATE								
	AGE (MONTH)								
	OCCASIONAL/CONSISTENT	OCC	CONS	OCC	CONS	OCC	CONS	OCC	CONS
3 through 6 months	1. Smiles, laughs								
	2. Babbles responsively								
	3. Vocalizes while playing								
	4. Vocally indicates pleasure & displeasure								
	5. Exhibits spontaneous social vocalization								
7 through 11 months	6. Repeats same sounds								
	7. Makes different speech sounds								
	8. Uses one "word" appropriately								
	9. Responds to familiar words								
	10. Responds appropriate to conversation								
	11. Points to and request identification of object								
12 through 15 months	12. Responds to simple instructions								
	13. Verbally/non verbally identifies needs								
	14. Speaks/communicates words								
	15. Identifies pictures								
	16. Refers to home caregiver								

SOCIAL-EMOTIONAL

	DATE								
	AGE (MONTH)								
	OCCASIONAL/CONSISTENT	OCC	CONS	OCC	CONS	OCC	CONS	OCC	CONS
3 through 6 months	1. Quiets when picked up								
	2. Responds to facial expressions								
	3. Responds to voice								
	4. Shows preference among adults								
7 through 11 months	5. Shows displeasure at loss of toy								
	6. Works persistently to get a toy out of reach								
	7. Shows appropriate emotional responses								
	8. Shows some negative reaction to strangers								
	9. Plays independently								
	10. Plays peek-a-boo								
	11. Presents object								
12 through 15 months	12. Makes wants known								
	13. Identifies familiar person								
	14. Interacts with other children								
	15. Expresses feelings								
	16. Shows self control in response to prohibition								
	17. Anger reactions emerge								
	18. Shows pleasure in mastering of skills								
	19. Reacts to adult's limit setting								

MOTOR (continued)

	DATE								
	AGE (MONTH)								
	OCCASIONAL/CONSISTENT	OCC	CONS	OCC	CONS	OCC	CONS	OCC	CONS
12 through 15 months	20. Walks with support								
	21. Walks without support								
	22. Carries large objects								
	23. Squats								
	24. Seats self in small chair								
	25. Bends to pick up object and stands up again								
	26. Turns pages of book								
	27. Stacks blocks								
	28. Makes crayon marks on paper								
	29. Fits object into small space								
	30. Throws ball								
	31. Rides wheel toy								
	32. Walks backward								
	33. Runs								
	34. Climbs								
	35. Uses slide								

SELF HELP SKILLS

12 through 15 months	1. Feeds self finger food								
	2. Drinks from cup								
	3. Uses spoon								
	4. Dries hand with paper towel								

Figure 6.9

Child's Name ______________________________ Birthdate ______________

Date of Enrollment in Center ______________ Age at Enrollment in Class __________

Evaluation	Date	Teacher Signature	Parent Signature
1 mo. after enroll			
19 months			
23 months			
27 months			
33 months			

32.Shows concern for others						
33.Engages in pretend play						

30 through 33 months	occ	cons	Comments	occ	cons	Comments
34.Initiates own play activities						
35.Uses level of energy appropriate to activity						

Language	Date: Age (mos.):	Date: Age(mos.):

16 through 33 months	occ	cons	Comments	occ	cons	Comments
17.Responds to simple instructions						
18.Identifies picture/ object						
19.Has age appropriate vocabulary						

20 through 33 months	occ	cons	Comments	occ	cons	Comments
20.Refers to self by name						
21.Refers to familiar person by name						
22.Responds to simple question						
23.Asks questions						
24.Understands location (under,over, etc.)						

Figure 6.9

41.Puts object into container through slot						
42.Grasps object with thumb and forefinger						
43.Turns pages of book*						
44.Stacks tower of blocks						
45.Scribbles on paper with crayon						

20 through 33 months	diff	eas	Comments	diff	eas	Comments
46.Jumps in place						
47.Kicks ball						
48.Climbs small ladder						
49.Walks backwards*						
50.Works pop beads						

24 through 33 months	diff	eas	Comments	diff	eas	Comments
51.Walks on tiptoes 5 steps						
52.Uses stairs one step at a time						
53.Jumps from platform landing on both feet						
54.Balances on one foot with help						
55.Strings large beads						
56.Begins to cut with scissors						

30 through 33 months	diff	eas	Comments	diff	eas	Comments
12.Feeds self with cup and utensil successfully						
13.Demonstrates approp. behavior at mealtimes						
14.Tries new foods						
15.Uses toys and materials appropriately						

Cognitive	Date: Age (mos.):	Date: Age (mos.):

16 through 33 months	occ	cons	Comments	occ	cons	Comments
16.Identifies main body and facial parts						
17.Notices gender differences						
18.Points to four comm. pictures when named						

20 through 33 months	occ	cons	Comments	occ	cons	Comments
19.Matches similar shapes						
20.Understands quantity of 1 and more than one						
21.Remembers simple songs,fingerplays,story						
22.Knows classroom routine						

Figure 6.9

PRESCHOOL
DEVELOPMENTAL ASSESSMENT TOOL

Child's Name ______________________________ Birthdate: ________________

Date of Enrollment in Center ____________ Age at Enrollment in Class __________

Evaluation	Date	Teacher Signature	Parent Signature
1 mo. after enroll	________	________________	________________
35 Months	________	________________	________________
41 Months	________	________________	________________
47 Months	________	________________	________________
53 Months	________	________________	________________
59 Months	________	________________	________________
65 Months	________	________________	________________
71 Months	________	________________	________________

Figure 6.9

66. Dances with sense of rhythm						
67. Has established hand preference						
68. Builds a tower of blocks (more than 5)						
69. Draws a circle						

36 through 71 months	diff	eas	Comments	diff	eas	Comments
70. Walks on balance beam						
71. Balances on one foot for at least 3 seconds						
72. Hops on one foot						
73. Turns sommersault						
74. Walks forward or backward heel to toe						
75. Jumps from a hgt. of 4ft. landing on two feet						
76. Hits large ball with stick or bat						
77. Holds crayon/pencil w/ thumb and forefinger						
78. Strings small beads						
79. Uses scissors with control and smoothly						
80. Copies a square and a cross						
81. Completes an 8 to 12 piece puzzle						
82. Draws a person						

48 through 71 months	diff	eas	Comments	diff	eas	Comments
83. Jumps over low barrier						
84. Hangs from ladder and crosses arm over arm						
85. Skips						
86. Prints a few upper case letters						
87. Cuts a zig-zag line						
88. Completes a 12+ piece puzzle						

Self-Help Skills	Date: Age (mos):	Date: Age (mos.):

33 through 71 months	diff	eas	Comments	diff	eas	Comments
16. Knows and follows classroom routine						
17. Indicates toileting needs*						
18. Follows instructions given to group						

36 through 71 months	diff	eas	Comments	diff	eas	Comments
19. Helps with clean up of toys and materials						
20. Demonstrates understanding of safety prin.						
21. Handles own toileting needs						

*Item appears on Toddler Scale. Check toddler records so as not to count twice.

36.Recognizes written name						
37.Demonstrates number concepts to 5						

48 through 71 months	occ	cons	Comments	occ	cons	Comments
38.Names numerals (0-9)						
39.Identifies Shapes						
40.Counts beyond 20						
41.Demonstrates number concepts to 10						

page 6

Date:

Comments:

Date:

Comments:

Child Assessment Tool
YWCA of Portland, Maine

Child's Learnings/Skills

Child ______________________ Teacher ______________________

Birthdate ______________________ Date completed ______________________

What child does

How child uses body

How child communicates

Social/emotional behavior

Learning behaviors

Eating and sleeping

What child wants to do next and how we can help

Adapted Child Assessment Tool
YWCA of Portland, Maine

Child Development Summary by Parent

Child____

Birthdate ______________________Date completed ________________

Teacher ______________________Parent ____________________

Please indicate here the things you have noticed about your child's development.

Large motor

ine motor

Language

Social/emotional

How do you feel about our program?

What could we be doing better?

What is something new that your child is starting to do or wants to learn?

How can we work with you on this?

YWCA of Portland, Maine

Developmental Therapy Plan

Child ____________________

Birthdate ____________________ Date of team meeting ____________________

Teacher ____________________ Parent ____________________

Area of concern

Plan to address this concern

Goal(s) ____________________ People responsible ____________________

Objectives ____________________ Methods/materials ____________________

Evaluation of progress

______ Goal met
______ Goal in progress
______ Goal not met

Plan for meeting goal:

Date ____________________

Program Self-Evaluation

In addition to regular assessments of each child's progress, high-quality YWCA child care programs, under the direction of the Executive Director, annually assess their own capacities and then set goals to improve the care offered to children and families. Information on indicators of program quality can be gleaned from a variety of sources, including:

- licensing observation records and reports
- accreditation self-studies and validations
- administrative audits and reviews
- family perspectives, exit interviews, indicators such as rates

Key questions to ask during program self-assessment

- How current is our needs assessment? What identified community needs are being addressed by our program? Which needs are not being met? Why?
- How competent are our caregivers? Child care administrators? How do we keep up with our profession?
- How effective are guider and administrator interactions with children and families? With other professionals?
- In what areas does our program exceed licensing requirements? Accreditation criteria? In what other areas can we strive to do so?
- How relevant is our program to families' and children's expectations, cultures, and experiences? How well do we demonstrate respect for individual and group differences?
- Are children's and employees' records confidential, complete, and current?
- How satisfied are families with the quality of care? How do children evidence their growth in all areas of development?
- How effective is our curriculum in implementing current professional standards of excellence?
- How well does the facility serve our program? What improvements in furnishings and materials are recommended?
- With what other agencies does our program work closely? With what other agencies or organizations should we develop ties?
- What does our program do to ensure continuous quality improvements?
- How well do we fulfill the vision of our YWCA and the mission of the YWCA of the U.S.A.?

of return, enrollment

- staff evaluations, turnover rates, exit interview comments
- children's perspectives gained through observation and interviews
- independent expert observers' perceptions
- image of the program in the community

In addition to individual assessments, a team (which could include YWCA administrators and volunteer leaders, child care staff, adult family members, and community residents) might pool their perceptions to discuss and analyze program quality. This team could then develop a plan to ensure that action is taken to increase caregiving quality. For further information about involving families and children in program evaluations, see Chapter 4.

Sample Tools for Self-Evaluation

Staff Program Evaluation
YWCA of San Diego, California

The YWCA program evaluation is conducted annually according to the following procedures:

Step I: A parent-child program evaluation form will be given out to parents for review by the end of each year. [NOTE: See Chapter 4 of this guidebook.]

Step II: Staff program evaluation forms will be given out to staff for review at the same time.

Step III: Program director and site director will collect the input from parents and staff, and conduct a program self-study according to CDD Exemplary Program Standards at the beginning of the following year.

Step IV: An action plan will be developed to improve the program by the end of February.

Three evaluation tools are presented, beginning on page 300, in Figures 6.10, 6.11 and 6.12. The YWCA of San Diego, California, staff evaluation; the YWCA of Hartford Region, Connecticut, staff questionnaire; and the YWCA of Metropolitan Columbus, Ohio, have created useful tools in assessing child care programs which can be used as a first step in planning for the future.

Figure 6.10

STAFF PROGRAM EVALUATION

YWCA
San Diego
County

____
Program Site

____
Name (Optional)

Dear staff:
We would like to hear from you about our program, your input will help us make improvement. All results will be tallied by the program director and individual information will be kept confidential. A summary of the results will be processed at staff meetings for program improvement. Please take few moments to answer these questions.

RATING SCALE:
1 - Excellent
2 - Good
3 - Average
4 - Fair
5 - Poor
N/A - Not Applicable

Program/Atmosphere

1. How do you feel in general about your teaching experience in the program?	1	2	3	4	5	N/A
2. Are there enough staff/student ratio so that you can carry out activities successfully?	1	2	3	4	5	N/A
3. Do you feel that the program provides an encouraging and positive experience for children?	1	2	3	4	5	N/A
4. Are you satisfied with the activities the program offered?	1	2	3	4	5	N/A
5. Are there enough materials (toys, crafts, games, etc.) for you to work with children?	1	2	3	4	5	N/A

6. Are the materials and activities age appropriate? 1 2 3 4 5 N/A

7. Do the children have enough activity choices for their ages? 1 2 3 4 5 N/A

8. Does this program strictly follow licensing regulations? 1 2 3 4 5 N/A
   If not, please specify: ____________________
   ____

9. Do you think children like coming to the program? 1 2 3 4 5 N/A

10. Do you feel comfortable recommending this program to friends? 1 2 3 4 5 N/A

11. What do you best about the program? ____________________
    ____
    ____

12. What would you like to change or improve about the program? ____
    ____
    ____

13. Other Comments: ____________________
    ____
    ____

Communication

1. Do you feel that there is good communication between staff? 1 2 3 4 5 N/A

2. Were you given written materials on job descriptions, personnel policies and program philosophy? 1 2 3 4 5 N/A

3. Are you clear about your responsibility in the program? 1 2 3 4 5 N/A

4. Are you familiar with the program policies? 1 2 3 4 5 N/A

5. Does the program keep you informed about program schedules, activities, and decisions? 1 2 3 4 5 N/A

6. Do you feel free to share your ideas about the program and its policies? 1 2 3 4 5 N/A

7. Do staff show respect and care for one another? 1 2 3 4 5 N/A

8. Do you feel you are able to change the program on important matters? 1 2 3 4 5 N/A

9. Do you help evaluate the program and set new goals for the program? 1 2 3 4 5 N/A

10. Are you given enough information about the children's culture and family background? 1 2 3 4 5 N/A

11. Are you given enough information about children's special health and educational needs? 1 2 3 4 5 N/A

12. Do you have regular staff meetings at least once a month? 1 2 3 4 5 N/A

13. Do you have regular supervision so you can solve problems and get feed back on how you are doing and how you can improve? 1 2 3 4 5 N/A

14. Comments:____

____

____

Facility

1. Are the program furnishings adequate and appropriate for the number of children and type of facility? 1 2 3 4 5 N/A

2. Are the supplies and equipment adequate and kept in good condition? 1 2 3 4 5 N/A

3. Is the site environment neat, clean, and safe? 1 2 3 4 5 N/A

4. Are the program environments visually appealing and age appropriate? 1 2 3 4 5 N/A

5. Comments:____

____

Personal Growth

1. Do you feel the program provide you enough training opportunities:						
a. visiting other program?	1	2	3	4	5	N/A
b. attending workshops & conferences?	1	2	3	4	5	N/A
c. taking college classes?	1	2	3	4	5	N/A
2. Do you have enough training on these topics:						
a. Child Development for the age you work with?	1	2	3	4	5	N/A
b. Planning and doing activities that are age appropriate for the age group you work with?	1	2	3	4	5	N/A
c. Working with families?	1	2	3	4	5	N/A
d. Developing positive ways to guide children's behavior?	1	2	3	4	5	N/A
e. Working with special needs children?	1	2	3	4	5	N/A
f. Understanding different cultures, languages, and ethnic backgrounds?	1	2	3	4	5	N/A
3. Do you have opportunities to advance your career in the field of Child Development?	1	2	3	4	5	N/A

4. Comments:____

____

HARTFORD REGION YWCA
135 Broad Street
Hartford, CT 06105
(860) 525-1163
Department of Children & Youth Services

YWCA
Hartford Region
ELIMINATE RACISM AND
EMPOWER WOMEN

1997 Staff Survey

Excellence in Childcare

April 14, 1997

Dear Hartford Region YWCA Childcare Staff:

It's that time of year again! As an invaluable part of our "Excellence in Childcare" initiative, we are evaluating our programs to be sure we are providing the most professional, quality childcare possible to the children and families served by the Hartford Region YWCA. Attached is this year's staff survey. We want to find out what we can do for you to make working for the YWCA even more wonderful, and we want to get your ideas about what works and what doesn't.

Notice that we are asking the questions about ***you*** and ***your site*** specifically. This survey is ***not*** intended to evaluate individuals, but rather programs as a whole. If something is ***not*** happening at a center that should be, we need to know what changes need to be made so things work better for ***everyone***. We'd also like to know what ***positive things*** happen at your site so we can share this other staff. We want our programs to be the best they can possibly be!

As a result of the 1996 survey, our upcoming August Training and Orientation to be held on August 27, 28 & 29 will be focusing on diversity and the challenge of creating a culturally diverse environment, and planning a multi-cultural curriculum for the children we serve. Your comments are valuable and are used to set new goals and objectives for our programs and to plan for the future.

Please take a few minutes to fill out the questionnaire and return it to your Program Director by **April 25th**. Every center that returns 100% of the staff surveys will have **a chance to win** ***free pizza party*** or a ***make-your-own sundae party*** for all staff— it's the winner's choice.

We will compile results from all the programs together, and for each site individually. These results will be posted in early June.

Thank you for your help. We could not run these programs without you. Your feedback is critical to the ongoing excellence of all of our programs.

Sincerely,

Martha L. Hickey
Director of Children and Youth Services

HARTFORD REGION YWCA
1997 CHILDCARE STAFF SURVEY

1.	I understand and practice the philosophy of the YWCA regarding childcare.	☐ Extremely Well ☐ Somewhat ☐ Not at all
2.	I encourage parents to become involved in the activities at my site.	☐ Often ☐ Not Often Enough ☐ Never
3.	I talk to each parent about his or her child every day.	☐ Yes ☐ No
4.	I offer a formal conference with every parent at least once a year.	☐ Yes ☐ No
5.	The childcare staff handbook answers my questions about programs, policies, and procedures. *If you answered "Not well enough" please explain your response.*	☐ Extremely well ☐ Fairly well ☐ Not well enough
6.	I use community facilities, such as social services, medical facilities, educational and cultural resources (libraries, museums, etc.) to enhance my programs.	☐ All the time ☐ Frequently ☐ Never
7.	I understand and maintain confidentiality around children and families in my program.	☐ Extremely well ☐ Fairly well ☐ Never
8.	I am familiar with emergency procedures, including use of escape routes, first aid procedures, and who to contact in an emergency.	☐ Very familiar ☐ Somewhat familiar ☐ Not familiar
9.	First aid supplies are readily available, and all staff are trained in their appropriate use.	☐ Always ☐ Sometimes ☐ Never
10.	Program supplies and equipment are readily available to me in sufficient quantity.	☐ Always ☐ Sometimes ☐ Never
11.	I have received information about state-mandated training requirements and I am up to date in my CEU and YWCA requirements.	☐ Yes ☐ No
12.	I receive information about training opportunities in the community relevant to my job.	☐ Yes ☐ No
13.	My program uses written curriculum plans based on developmentally appropriate practice and the children's individual needs.	☐ Always ☐ Sometimes ☐ Never
14.	I encourage parents to take advantage of our open door policy and visit at times other than regular drop off and pick up times.	☐ Always ☐ Sometimes ☐ Never
15.	I can count on my Program Director to be available and helpful at all times.	☐ Always ☐ Sometimes ☐ Never
16.	I receive ongoing support and communication from my Program Director.	☐ Always ☐ Sometimes ☐ Never

17. I attend staff meetings to consult on program planning, children's needs, and our work environment.
- ☐ Regularly
- ☐ Some of the time
- ☐ Never

18. Suspected incidents of child abuse/neglect are immediately reported to the Program Director.
- ☐ Always
- ☐ Sometimes
- ☐ Never

19. I have been evaluated annually by my Program Director or other appropriate supervisor.
- ☐ Yes
- ☐ No

20. During the annual August Staff Training and Orientation I would like more training in the following:
- ☐ Child development
- ☐ Planning curriculum
- ☐ Child abuse and neglect
- ☐ Our profession's code of ethics
- ☐ Legislation affecting children, families, and our profession
- ☐ Professional growth opportunities within the childcare field
- ☐ YWCA history, programs and current trends
- ☐ Family relationships and parent/child/teacher communication
- ☐ Room arrangements and learning environment
- ☐ Ideas for involving parents in day-to-day activities
- ☐ Health, safety and nutrition
- ☐ Guidance and discipline
- ☐ Advocacy for early childhood programs
- ☐ Exploring personal values
- ☐ Learning disabilities in children
- ☐ Learning styles of children
- ☐ Self esteem in children
- ☐ Maximizing diversity
- ☐ Staff supervision
- ☐ Team building with my work group
- ☐ Community services and facilities available to us (libraries, museums, health services, etc.)
- ☐ Other: ______________________________

____

21. The thing I like best about my program is:

____

____

____

22. An idea I have to improve the annual August staff training and orientation is:

____

____

____

____

23. One thing my supervisor could do to make my job easier is:

____

____

____

____

YWCA Program Evaluation

Program______________________________

Team Members________________________

Date Completed______________________

Directions:

As a team please read the following statements and put in the number from the following key that best describes how the statement applies to your program.

1 - Not Applicable

2 - Not Met

3 - Partially Met

4 - Fully Met

5 - Comments (Feel free to write on back or add another sheet.)

HUMAN RELATIONS

Child - Child

_____ 1. Generally, children are relaxed and comfortable, involved in play and other activities.

_____ 2. Children are using words or learning to get along with others by expressing their feelings and working out problems and cooperating.

_____ 3. Children are learning to respect each other's feelings, bodies, and personal space.

_____ 4. Children are learning to value differences in others.

Staff - Child

_____ 5. Teachers treat children of all races, religions, family situations, cultures, and both sexes equally with respect and consideration.

_____ 6. Staff express respect for and affection toward children by smiling, touching, holding, and speaking to children at their eye level throughout the day.

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_____ 7. Staff are available and responsive to children, encouraging them to share experiences, ideas, and feelings, and listening to them with attention and respect.(Staff quickly comfort and reassure crying infants and toddlers.)

_____ 8. Staff accept and try to understand a range of children's feelings and help children deal with them.

_____ 9. Staff speak with children in a friendly, positive, courteous manner. Staff converse frequently with children, asking open-ended questions and speaking individually to children (as apposed to the whole group) most of the time.

_____ 10. Staff foster independence in routine activities -- picking up, wiping spills, personal grooming (toileting, handwashing), obtaining and caring for materials, and other self help skills.

_____ 11. Staff use positive techniques of guidance.

_____ 12. Staff help identify feelings, reflect feelings, and help children use words to solve their problems and help children see how their actions affect others and help children find solutions to their problems.

_____ 13. Staff expectations of children's social behavior are developmentally appropriate.

_____ 14. As a team, staff act as good role models for the children.

_____ 15. Staff help children to set their own rules and understand rules that others have set. Staff help children solve the problems that come up when rules are broken. Staff try to use natural and logical consequences when possible.

_____ 16. The team is familiar with and uses the Behavior Intervention Plan when problem solving about a particular child.

_____ 17. Staff help children who do not speak English fluently or have a speech and/or language special need by being patient as children try to express themselves, using opportunities to teach them new words and phrases, finding ways to include them in activities that require language skills, and being tolerant of different ways of using language.

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Parent - Staff

_____ 18. Staff is friendly, respectful, positive and receptive in their contact with parents of all races, religions, family situations and cultures at all times.

_____ 19. Staff and parents keep each other informed about their children and the child care program through written communication and conversations.

_____ 20. Brief conversations between parent and staff about children take place often, but longer meetings are scheduled separately with child not present when necessary.

_____ 21. Staff uses the insights that parents share about their children.

_____ 22. Parents are greeted warmly when they drop off/pick up their child.

_____ 23. Parents are encouraged to tell staff about news from home for example, recent illness, changes in pick-up plans, family changes.

_____ 24. Parents are encouraged, informed and have the opportunity to serve on a parent advisory committee.

Staff - Staff

_____ 25. Staff is considerate of each other and show mutual respect for each other.

_____ 26. Staff support creativity and innovation in other staff through shared ideas.

_____ 27. Staff communicate frequently solving problems together.

_____ 28. Staff listen and respond carefully to each other.

_____ 29. Staff are clear about who is responsible for which tasks.

_____ 30. Staff arrives on time and ready for work.

_____ 31. Staff supervise daily set up and clean up of site and orderly storage and inspection of equipment and supplies.

_____ 32. Staff demonstrates a willingness to learn themselves, they are open to ideas, and are flexible enough to question the use of particular activities and materials.

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Parent - Child

_____ 33. Staff encourage good parent - child relationships through parenting classes, recommended reading materials, workshops, speakers, professional assessment.

_____ 34. Programs are set up to encourage parent-child interaction in your class/activity area.

School Administration - Staff

_____ 35. There is a communication link between the SACC staff and school administration and staff.

_____ 36. Staff continues to work on maintaining a working professional relationship with school personnel.

_____ 37. Administration notifies staff when there is a space conflict.

_____ 38. Staff regularly inform school of special events such as conversations with school personnel, note to school, giving copy of monthly newsletters, invitations to special events.

_____ 39. Staff can easily approach administration for special needs or concerns.

_____ 40. Staff can request regular use of gym.

_____ 41. Staff have reasonable expectations of custodial assistance.

YWCA - Other Agency Collaborations

_____ 42. There is a communications link between the YWCA staff and the other agency and staff.

_____ 43. Staff regularly inform the other agency of events happening within our program (conversations with other agency personnel, notes, newsletters, invitations..)

_____ 44. Staff can easily approach the other agency staff or administration for special needs or concerns.

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CURRICULUM

Lesson/Activity plans / Daily Schedule

______ 45. The curriculum is planned to reflect the program's philosophy and goals for the children.

______ 46. Staff plan realistic curriculum goals for children based on assessment of individual needs and interests.

______ 47. The daily schedule / lesson plan is planned to provide a balance of activities on the following dimensions:
- a. indoor / outdoor
- b. quiet / active
- c. individual / small group / large group
- d. large muscle / small muscle
- e. child initiated / staff initiated

______ 48. Developmentally appropriate materials and equipment which project different racial, sexual, and age attributes are selected and used.

______ 49. Staff members continually provide learning opportunities for infants and toddlers, most often in response to cues coming from the child. Infants and toddlers are permitted to move about freely, exploring the environment and initiating play activities.

______ 50. Staff provide a variety of developmentally appropriate activities and materials that are selected to emphasize concrete experiential learning and to achieve the following goals:
- a. foster positive self-concept
- b. develop social skills
- c. encourage children to think, reason, question, and experiment
- d. encourage language development
- e. enhance physical development and skills
- f. encourage and demonstrate sound health, safety, and nutritional practices
- g. encourage creative expression and appreciation for the arts
- h. respect cultural diversity of staff and children

______ 51. Staff provide materials and time for children to select their own activities during the day. Staff respect the child's right to choose not to participate at times.

______ 52. Staff conduct smooth and unregimented transitions between activities.

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_____ 53. Staff are flexible enough to change planned or routine activities according to the needs and/or interests of the children.

Physical Environment

_____ 54. Activity areas are defined clearly by spatial arrangement and modifications are made in the environment when necessary for children with special needs.

_____ 55. The space for toddler and preschool children is arranged with defined areas of your room for blocks, dramatic play, creative art, sensory, books, manipulatives, science, math, and writing. Space is arranged so that so that children can work individually, in small groups, or in a large group.

_____ 56. Carpeted areas and crawling space are provided for nonwalkers. Sturdy furniture is provided so nonwalkers can pull themselves up or balance themselves while walking.

_____ 57. School age environments are set up in interest centers and follow the guidelines outlined in our model site workshop (orientation - see SACC set up handout). Required areas are snack, quiet, homework, large motor, art, dramatic play, discovery, music, blocks, and table activities. Space is arranged so that children can work individually, in small groups, or in a large group.

_____ 58. A variety of age-appropriate materials and equipment are available for children indoors and outdoors.

_____ 59. Individual space for children to hang their clothing and store their personal belongings are provided.

_____ 60. Private areas are available indoors and outdoors for children to have solitude.

_____ 61. The environment includes soft elements such as rugs, cushions, or rocking chairs.

_____ 62. Outdoor areas facilitate a variety of activities throughout the year.

_____ 63. Outside environment provides a balance of shade and sun, a variety of surfaces (hard top, grass, sand).

_____ 64. Materials, supplies, and equipment are in sufficient quantity, complete, and in good repair.

_____ 65. Space is organized so that when children move from one space to another, they do not disrupt ongoing activities.

_____ 66. Interest areas are arranged in a logical order (ex. the quiet area is not next to blocks).

_____ 67. Encourage self-help skills by having materials that can be reached and put away by the children.

_____ 68. The environment is kept clean with some order. Children help clean.

_____ 69. Storage space is neat and well organized with materials in good condition and stored in the same place consistently.

HEALTH AND SAFETY

_____ 70. Staff wears gloves when diapering and dealing with injuries, etc.

_____ 71. Staff know when children depart from the program and with whom they have permission to leave.

_____ 72. Children are under adult supervision at all times.

_____ 73. Extra clothing and protective clothing (ex. mittens,smocks) are kept on hand to insure children are dressed appropriately for indoor/outdoor play.

_____ 74. Staff wash hands with soap and water before feeding, preparing or serving food, after diapering, assisting children with toileting, nose wiping, and handling pets.

_____ 75. Children wash hands after toileting and before eating.

_____ 76. All chemicals and potentially dangerous products are stored in original, labeled containers in a locked cabinet inaccessible to children.

_____ 77. Electrical outlets are covered with protective caps.

_____ 78. Attendance is taken following ODHS rules. School absences are checked daily in the PM school age sites.

_____ 79. For SACC, parents are called if child is absent, not on school absence list, but signed up for the program that day.

_____ 80. Staff monitor to insure the proper sign in/out procedure is followed.

_____ 81. Program visitors are screened.

______ 82. Staff check periodically to make sure outdoor equipment is in good repair and school is notified if the school equipment is in need of repair.

______ 83. Indoor and outdoor climbing equipment has cushioning underneath.

______ 84. The program has a basic first aid kit with all the supplies required by ODHS licensing. Site directors inventory and date/initial kit yearly and insure kit is adequately stocked at all times.

______ 85. "Request for Administration of Medication by Child Care Personnel" ODHS form is completed before any child is administered medicine.

______ 86. All tables are cleaned daily with an approved cleaner.

______ 87. All staff and substitutes are alerted to special health needs (allergies, medications, conditions) of all children in their care.

______ 88. A telephone is within quick reach for emergencies.

______ 89. Written emergency numbers (police, fire, ambulance, poison control) are posted near the telephone.

______ 90. Incident reports are completed for any injury requiring first aid.

______ 91. Staff know procedures for reporting suspected incidents of child abuse and/or neglect.

______ 92. All staff are familiar with primary and secondary evacuation routes and practice procedures monthly with children. All fire and tornado information is recorded following the drill.

______ 93. Written emergency procedures and evacuation plans are posted in program areas.

______ 94. Permission is on file for children to participate in other activities in the building during the SACC program.

NUTRITION

______ 95. Snacks and meals are a pleasant social and learning experience for children.

_____ 96. Infants are held while bottle fed so social interaction can occur.

_____ 97. At least one adult sits with children during snack/meal to provide a good role model and encourage conversation.

_____ 98. Children are encouraged to serve the feed themselves and assist with cleanup.

_____ 99. The program has food on hand for children who forget to bring their own food for snack/meal.

_____ 100. Breakfast, snack, (and in some programs lunch) meet our federal food reimbursement requirements.

Chapter 7

YWCA Child Care Administration

Accessible, affordable, high-quality care for all children is the goal to which all YWCA programs strive. Although much of this guidebook has focused on direct services to children and families, sound administrative practices can make high-quality care possible.

Child care is one program area of a multi-service organization like the YWCA, so fiscal policies and management practices are determined by the Executive Director, who works with appropriate administrative staff to set the best standards for the entire organization. It is, however, the responsibility of the child care administrator to know those policies and practices. Furthermore, it is wise to keep the appropriate people informed of the potential impact (both positive and detrimental) of future decisions on child care.

Sound fiscal management practices for YWCA child care programs

- annual child care budget is predicated upon the program's policies and priorities and is clearly connected to the association vision
- annual budget reflects ethical management practices and sound fiscal policies
- at least annually, appropriate association representatives meet with the child care committee to review the program's financial status
- the Child Care Director is adequately trained in fiscal matters
- the Child Care Director closely monitors the child care budget and keeps the Executive Director or the designated staff member informed about the program's financial status in relation to the budget
- the Executive Director or the assigned supervisor of the Child Care Director keeps the Child Care Director informed about the association's financial status
- association leaders and child care staff work together to establish funding for financial aid for scholarships, emergency tuition, special equipment, and other such needs
- child care staff salary and benefit packages are congruent with other similarly qualified YWCA employees and are competitive within the community
- current, complete, and confidential records are kept for all employees and children
- programs are marketed to diverse families in the community using appealing, informative materials

Among the many areas a child care administrator typically oversees are implementation of the association's fiscal procedures including budget preparation, record keeping, and marketing, and how these are carried out in accordance with association guidelines and procedures. Resources are suggested here in each of these areas. Supervisory responsibilities are covered in Chapter 5.

Child Care Management Resources

Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98073-2890
(206) 883-9394
(800) 221-2864

Child Welfare League of America
440 First St., N.W., Third Floor
Washington, DC 20001-2085
(202) 638-2952

Early Childhood Directors Association
450 N. Syndicate, Suite 80
St. Paul, MN 55104
(800) 925-3232

Gryphon House
10726 Tucker St.
Beltsville, MD 20704
(800) 638-0928

National Association for the Education of Young Children
1509 16th St., N.W.
Washington, DC 20036-1426
(202) 232-8777
(800) 424-2460

National Center for the Early Childhood Work Force
733 15th St., N.W., Suite 1037
Washington, DC 20005-2112
(202) 737-7700

National Child Care Network
370 Student Union
Stillwater, OK 74078
fax (405) 743-3465

Redleaf Press
450 N. Syndicate, Suite 5
St. Paul, MN 55104-4125
(800) 641-1005

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
(615) 242-8464

Fiscal Matters

Oversight of fiscal matters in YWCA child care programs is handled through the association. All association financial procedures are followed with regard to budgets, record keeping, financial agreements, contracts, purchasing, audits, insurance, payroll, fundraising, and any other business matters.

Child care directors are encouraged to seek continuing education in fiscal management, both to learn more about the details in child care and to keep up with reporting requirements. Responsibilities in this area are rarely a part of professional preparation, yet are an administrative requirement.

A primary task of most Child Care Directors is preparation of an annual budget that fits the association's priorities and vision. Great care is taken to ensure that all anticipated items are included, and that estimates are realistic and reasonable. Child care is a staff-intensive endeavor, so the largest portion of expenses typically covers personnel costs. Be sure that budgets also take into account the depreciation of major equipment (e.g. computers, playground surfaces) and plan ahead so that funds are available to cover replacement of these items.

Your YWCA Executive Director, financial administrator, and development officer are key partners in handling all fiscal matters. The Board of Directors' monthly treasurer's report related

Child Care Budget Items

Expenses

- salaries including paid planning time, overtime
- benefits: paid leave (annual, sick, personal), medical insurance, YWCA Retirement Fund, YWCA program discounts, continuing education
- program rent (if applicable)
- equipment purchases (furniture, computers, playground equipment)
- consumable supplies (art materials, soap, paper towels, toilet paper, cleaning materials)
- depreciation of equipment so it can be replaced as needed
- indirect costs (such as percentage of management costs)
- travel and transportation (staff on program business, vans or buses for children, field trips)
- utilities
- repairs and maintenance
- insurance (liability and accident protection coverage for children and adults,
- vehicle insurance (if owned/operated by program)
- food and related costs
- public relations (brochures, hospitality)
- other expenses

Income

- child care fees
- enrollment deposits
- United Way funding
- grants
- government funds
- fundraising
- donations
- other (e.g., a percentage of interest of YWCA interest on endowments)
- vouchers

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to child care should be distributed to the Child Care Administrator/Director. Child care administrators should closely monitor those reports and make adjustments as necessary.

Directors are urged to plan for fluctuating enrollment due to seasonal changes, as well as funding patterns, as they prepare the budget. Keep the association fiscal leaders aware of such fluctuations so they will not be surprised when they review the treasurer's report.

Sample Financial Materials

The YWCA of the U.S.A. Finance Manual was published in 1980 and is outdated in some of its information. However, the unit budget work sheet reproduced in Figure 7.1 on pages 321 of this Guidebook is a very useful tool in computing actual costs. Whether the costs are computed by the Child Care Director or another YWCA staff member, it helps explain to all staff the real costs of operating a program.

Sample Budgets

The YWCA of Metropolitan Chicago, Illinois, budget for its Coretta Scott King Child Care Center serves as a sample for other programs and is shown in Figure 7.2 on page 323. This sample budget is housed in a community center building owned by the Chicago Housing Authority. The YWCA pays only $1 in rent. The program serves 94 preschool children and 40 school-age children. No management and general expenses (M/G) appear on the budget.

Additional sample financial materials are presented in Figures 7.3 through 7.6 on pages 330-336. Included on those pages is a donation acknowledgement by the YWCA of San Diego, California; weekly statistics and budget overage report from from the YWCA of York, Pennsylvania; the quarterly expenditure report form by the YWCA of Hartford Region, Connecticut; and a sample parent application for a child care program grant by the YWCA of Wake County, North Carolina.

Work Sheet No. ______ No. of Units Included __________ Budget Period ______________________________

Title of Program Unit or Group of Units ________________ Program Service ______________________

UNIT BUDGET WORK SHEET

EXPENSE: Direct Costs

1. **Estimated cost of staff time required** (based on assigned time or Employee Time Study)

Regular staff: Prof. ______________________ % of time ______

Cler./Tech. ______________________ % of time ______

Maint. ______________________ % of time ______

$ ______

Instructors, etc. ______________ @ $ ______ No. hrs. ______ $ ______

Total $ ______

Related Employee Benefits and Payroll Taxes $ ______

2. **Estimated cost of occupancy or building use** (based on three options, Appendix B-3, p. 88)

Space to be used ______________ sq. ft. ______

Basis of cost allocation: A—Direct allocation ______ sq. ft. @ $ ______________ $ ______ or

B—Percentage-of-occupancy ______ % of ______________ $ ______ or

C—Hourly: $ ____ per hr. ____ hrs. $ ______

3. **Other direct costs** -

Item No.	Description	Am't	Item No.	Description	Am't

$ ______

EXPENSE: Indirect Costs

Percentage-of-overhead assigned to unit ____ % of $ ________ $ ______

TOTAL COST OF PROGRAM UNIT .... $ ______

SUPPORT/REVENUE

1. **Program fees** minimum enrollment of ________ @ $ ______ x ______ terms = $ ______ or

other basis ______________________________ $ ______

2. **Other support/revenue**

Item No.	Description	Am't	Item No.	Description	Am't

$ ______

TOTAL SUPPORT/REVENUE .... $ ______

BUDGET DIFFERENCE .... $ ______

If expense is greater, source of funding requested ______________________________

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Figure 7.1

Work Sheet No. 4 No. of Units Included 1 Budget Period 9/1/ 8/31/

Title of Program Unit or Group of Units Fun 'n Friends Program Service Physical Ed./Ath.

UNIT BUDGET WORK SHEET

EXPENSE: Direct Costs

1. **Estimated cost of staff time required** (based on assigned time or Employee Time Study)

Regular staff: Prof. Shigue Fujita % of time 6.5

Cler./Tech. Elfrieda Taylor % of time 22.

Maint. Lee Spaulding % of time 2

$ 1037

Instructors, etc. Mary Star @ $ 7.50 No. hrs. 40 $ 300

Total $ 1337

Related Employee Benefits and Payroll Taxes $ 200

2. **Estimated cost of occupancy or building use** (based on three options, Appendix B-3, p. 88)

Space to be used 1- Swimming Pool sq. ft. n/a
2- Game Room n/a

Basis of cost allocation: A—Direct allocation sq. ft. @ $ $ or
B—Percentage-of-occupancy % of $ or
C—Hourly: $ 1- 20 per hr. 40 hrs. $ 800 to Swim
2- 5 " " 40 " 200 to PE Class

3. **Other direct costs**

Item No.	Description	Am't	Item No.	Description	Am't
2400	Prof. Fees	100	3500	Sp. Asst. to Indiv.	100
2500	Prof. Supplies	50	5000	Nat'l Dues *	50
3200	Social Transp.	480			

$ 780

EXPENSE: Indirect Costs

Percentage-of-overhead assigned to unit 4.5 % of $ 22,152 $ 997

TOTAL COST OF PROGRAM UNIT . . . . $ 4314

SUPPORT/REVENUE

1. **Program fees** minimum enrollment of @ $ x terms = $ or
other basis negotiated according to ability to pay $ 200

2. **Other support/revenue**

Item No.	Description	Am't	Item No.	Description	Am't
100	Contributions	500	1100	Memb. Dues	250
1000	Grants, Gov't.	2000			

$ 2750

TOTAL SUPPORT/REVENUE . . . . $ 2950

BUDGET DIFFERENCE . . . . $ 1364

If expense is greater, source of funding requested $1364 requested from United Way.

*The portion of each payment received for membership dues which is shared with the National Association ("shared membership dues") is shown here distributed to the unit. This is for budgeting purposes only. In accounting, the shared dues portion of each payment is reported neither as income nor expense, since it is immediately recorded into the custodian fund.

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FY 1998 PROPOSED BUDGET

Prepared By:

Acct	Description	FY 1997 Budget	FY 1997 Estimate	FY 1998 Budget Dept 11 Total	FY 1998 Budget Preschool	FY 1998 Budget School Age
REVENUES - by Major Account						
4100	Government Fees & Grants	580,657	580,657	595,316	459,201	136,115
4200	Private Service Fees & Grants	0	0	0	0	0
4300	Program Service Fees & Incidental Reven	22,660	22,660	14,936	11,300	3,636
4400	Contributions	0	0	0	0	0
4500	United Way	0	0	0	0	0
4600	Special Events	3,700	3,700	3,000	2,500	500
4700	Investment Income	0	0	0	0	0
4800	Membership Dues	200	200	200	200	0
4900	Miscellaneous	0	0	0	0	0
TOTAL REVENUE		607,217	607,217	613,452	473,201	140,251
EXPENSES - by Major Account						
5100	Salaries & Wages	388,564	388,564	365,269	305,296	59,973
5200	Benefits & Other Compensation	41,964	41,964	54,053	44,693	9,360
5300	Payroll Taxes Etc.	50,555	50,555	40,437	33,885	6,552
5400	Professional Fees & Contract Service Pmt	5,867	5,867	2,692	1,900	792
5500	Supplies	25,408	25,408	23,290	16,250	7,040
5600	Telephone & Telegraph	2,975	2,975	3,000	2,100	900
5700	Postage & Handling	500	500	500	250	250
6000	Occupancy	14,476	14,476	14,800	10,200	4,600
6100	Outside Printing, Artwork Etc.	575	575	600	300	300
6200	Local Transportation	4,825	4,825	4,460	2,760	1,700
6300	Conferences & Meetings	2,850	2,850	850	697	153
6400	Subscriptions & Reference Publications	500	500	500	300	200
6500	Program Activity & Specific Assistance	63,800	63,800	71,573	60,973	10,600
6600	Equipment Expense	9,345	9,345	4,250	2,500	1,750
6700	Membership Dues	5,011	5,011	4,600	3,200	1,400
6800	Capitalized Equipment	0	0	0	0	0
6900	Other Expenses	500	500	500	300	200
TOTAL EXPENSES		617,715	617,715	591,374	485,604	105,770
SURPLUS (DEFICIT)		(10,498)	(10,498)	22,078	(12,403)	34,481

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FY 1998 PROPOSED BUDGET

Prepared By:

		FY 1997		FY 1998 Budget		
Acct	Description	Budget	Estimate	Dept 11 Total	Preschool	School Age
4314	Program Service Fees			0		
4315	Client Fees			0		
4321	HPS Activity Fees			0		
4322	Training & Seminar Fees			0		
4323	Y's Buys Revenue			0		
4331	Other Service Revenue			0		
4351	Facility Rentals			0		
Total Program Service Fees		22,660	22,660	14,936	11,300	3,636
CONTRIBUTIONS						
4410	Individuals - Unrestricted			0		
4411	Individuals - Temp. Restricted			0		
4412	Corporate - Unrestricted			0		
4418	Corporate - Temp. Restricted			0		
4419	Foundations - Unrestricted			0		
4420	Foundations - Temp. Restricted			0		
4421	Board of Directors - Unrestricted			0		
4440	Board of Directors - Temp. Restricted			0		
4441	Employees - Unrestricted			0		
4450	Employees - Temp. Restricted			0		
4451	Vendors - Unrestricted			0		
4452	Vendors - Temp. Restricted			0		
4460	In-Kind Contributions			0		
4461	Small \ Medium Business			0		
4462	Community \ Clubs			0		
4463	Churches			0		
4465	Other Contributions - Temp. Restricted			0		
4490	Transfers from Temp. Restr. Funds			0		
4499	Other Contributions - Unrestricted			0		
Total Contributions		0	0	0	0	0
UNITED WAY						
4510	United Way - City			0		
4515	United Way - Suburban			0		
4519	United Way - Other			0		
4531	United Way Match			0		
4533	United Way Incentive			0		
Total United Way		0	0	0	0	0
SPECIAL EVENTS						
4611	Leader Luncheon			0		
4612	Leader Luncheon - Dupage			0		
4615	Annual Meeting			0		
4640	Fund Raising Activities	3,700	3,700	3,000	2,500	500
Total Special Events		3,700	3,700	3,000	2,500	500
INVESTMENT INCOME						

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FY 1998 PROPOSED BUDGET

Prepared By:

		FY 1997		FY 1998 Budget		
Acct	Description	Budget	Estimate	Dept 11 Total	Preschool	School Age
4701	Dividend & Interest Income			0		
4703	Beneficial Trust - Interest & Dividends			0		
4704	Endowment - Interest & Dividends			0		
4790	Misc. Gain on Investments			0		
4791	Gains on Sale of Investments			0		
4799	Unrealized Gains on Investments			0		
Total Investment Income		0	0	0	0	0
MEMBERSHIP DUES						
4810	Voting Memberships	200	200	200	200	
4820	Non - Voting Memberships			0		
4830	Other Memberships			0		
Total Membership Dues		200	200	200	200	0
MISCELLANEOUS						
4910	Other Misc. Revenue			0		
4912	Rebate Income			0		
4950	Insurance Proceeds					
4999	Asset Transfer from Restricted Funds			0		
				0		
Total Miscellaneous		0	0	0	0	0
TOTAL REVENUE		607,217	607,217	613,452	473,201	140,251

Figure 7.2

FY 1998 PROPOSED BUDGET

Prepared By:

Acct	Description	FY 1997		FY 1998 Budget		
		Budget	Estimate	Dept 11 Total	Preschool	School Age
EXPENSES - by Minor Account						
SALARIES & WAGES						
5110	Administrative & Program	26,042	26,042	26,202	20,176	6,026
5111	Program Managers	35,193	35,193	34,612	26,651	7,961
5120	Social Workers	19,437	19,437	18,900	14,553	4,347
5121	Teachers	129,626	129,626	110,668	95,318	15,350
5130	Teacher's Aides	140,676	140,676	135,363	116,763	18,600
5131	Councilors			0		
5153	Advocates			0		
5155	Educators			1,897	1,461	436
5180	Nutrition Aides	8,114	8,114	6,089	6,089	
5181	Program Aides			0		
5190	Nurses			0		
5191	Clerical Staff	29,476	29,476	18,467	14,220	4,247
5192	Temporary Help			0		
5193	Maintenance Workers			13,071	10,065	3,006
5195	Vacation Pay Accrued			0		
Total Salaries and Wages		388,564	388,564	365,269	305,296	59,973
BENEFITS & OTHER COMPENSATION						
5210	Dental Insurance			0		
5211	Health Insurance	18,833	18,833	20,041	15,867	4,174
5231	Retirement Plan	23,131	23,131	34,012	28,826	5,186
Total Benefits and Other Compensation		41,964	41,964	54,053	44,693	9,360
PAYROLL TAXES ETC.						
5311	Payroll Taxes - FICA	30,980	30,980	28,514	23,832	4,682
5340	Workers Compensation	10,124	10,124	5,591	4,673	918
5341	Unemployment Compensation	9,451	9,451	6,332	5,380	952
Total Payroll Taxes		50,555	50,555	40,437	33,885	6,552
PROFESSIONAL FEES & CONTRACT SERVICE PMTS.						
5410	Other Contractual Services			0		
5411	Attorney's Fees			0		
5412	Other Legal Costs			0		
5415	Licensing Fees			0		
5420	Auditor's Fees	5,442	5,442	2,242	1,600	642
5421	Accounting Fees			0		
5423	Computer Cost - General			0		
5450	Staff Training			0		
5451	Consultants - Program			0		
5455	Babysitters	425	425	450	300	150
5459	Temporary Services			0		
5490	Consultant - Other			0		
5491	Consultant - Computer			0		
Total Professional Fees		5,867	5,867	2,692	1,900	792

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FY 1998 PROPOSED BUDGET

Prepared By:

Acct	Description	FY 1997		FY 1998 Budget		
		Budget	Estimate	Dept 11 Total	Preschool	School Age
SUPPLIES						
5510	Office Supplies	2,200	2,200	2,200	1,300	900
5511	Building & Ground Supplies	6,000	6,000	6,000	4,000	2,000
5513	Medical Supplies	350	350	350	250	100
5520	Recreation & Craft Supplies			0		
5521	Educational Supplies	11,358	11,358	9,240	6,000	3,240
5523	Program Supplies			0		
5525	Food Supplies			0		
5530	Kitchen Supplies & Other Food	2,000	2,000	2,000	1,200	800
5531	Laundry & Linen Supplies	3,500	3,500	3,500	3,500	
5599	Other Supplies			0		
Total Supplies		25,408	25,408	23,290	16,250	7,040
TELEPHONE & TELEGRAPH						
5611	Telephone Usage	2,975	2,975	3,000	2,100	900
5614	Long Distance Telephone			0		
5620	Cellular Telephone Usage			0		
5621	Telephone Equipment - Leased			0		
5630	Pagers			0		
Total Telephone		2,975	2,975	3,000	2,100	900
POSTAGE & SHIPPING						
5701	Postage & Shipping	500	500	500	250	250
5710	Messenger Service			0		
Total Postage and Shipping		500	500	500	250	250
OCCUPANCY						
6010	Rent of Space	1	1	0		
6020	Utilities - Other			0		
6022	Utilities - Gas			0		
6024	Utilities - Electric			0		
6026	Care of buildings & Grounds	6,500	6,500	6,500	5,000	1,500
6041	Security Service	1,800	1,800	1,800	1,200	600
6054	Maintenance Repairs			0		
6061	Insurance	6,175	6,175	6,500	4,000	2,500
6090	Other Building Occupancy Expense			0		
6095	Answering Service			0		
Total Occupancy		14,476	14,476	14,800	10,200	4,600
OUTSIDE PRINTING, ARTWORK ETC.						
6101	Outside Printing, Artwork etc.	575	575	600	300	300
6112	Classified Ads			0		
6115	Promotional Materials			0		
Total Outside Printing		575	575	600	300	300
LOCAL TRANSPORTATION						
6210	Mileage Payments & Auto Rental	825	825	460	260	200

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FY 1998 PROPOSED BUDGET

Prepared By:

		FY 1997		FY 1998 Budget		
Acct	Description	Budget	Estimate	Dept 11 Total	Preschool	School Age
6220	Busing Clients	4,000	4,000	4,000	2,500	1,500
6222	Clients - Public Transportation			0		
6240	Staff Transportation - Local			0		
6241	Other Transportation Services			0		
Total Local Transportation		4,825	4,825	4,480	2,760	1,700
CONFERENCES & MEETINGS						
6310	Educational Conferences	2,850	2,850	850	697	153
6320	Annual Meetings			0		
6330	Business Meals			0		
6340	Other Staff Expenses			0		
6341	Parents Meetings			0		
6343	Other Agency Meetings			0		
6345	Workshops			0		
Total Conferences & Meetings		2,850	2,850	850	697	153
SUBSCRIPTIONS & REFERENCE PUBLICATIONS						
6410	Staff Literature & Library	500	500	500	300	200
6420	Subscriptions			0		
Total Subscriptions & Reference		500	500	500	300	200
PROGRAM ACTIVITY & SPECIFIC ASSISTANCE						
6510	Family Daycare Provider Payments			0		
6511	Home Food Provider Payments			0		
6530	Field Trips	3,500	3,500	3,800	2,500	1,300
6540	Client Activities & Supplies			0		
6550	Day Care Center Meals	60,300	60,300	67,773	58,473	9,300
6580	Clothing & Personal Needs			0		
6590	Scholarships			0		
6599	Other Specific Assistance			0		
Total Program Activity/Spec Assistance		63,800	63,800	71,573	60,973	10,600
EQUIPMENT EXPENSE						
6610	Office Equipment	2,845	2,845	0	0	0
6620	Building & Janitorial Equipment			0		
6650	Recreational Equipment			0		
6651	Educational Equipment			0		
6652	Furniture & Appliances	2,100	2,100	350	150	200
6660	Rental Equipment			0		
6661	Leased Equipment - Long Term	2,500	2,500	2,500	1,500	1,000
6690	Equipment Repair & Maintenance	1,900	1,900	1,400	850	550
Total Equipment Expense		9,345	9,345	4,250	2,500	1,750
MEMBERSHIP DUES						
6701	Membership Dues	850	850	300	200	100
6750	National Support	4,161	4,161	4,300	3,000	1,300
Total Membership Dues		5,011	5,011	4,600	3,200	1,400

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FY 1998 PROPOSED BUDGET

Prepared By:

Acct	Description	FY 1997 Budget	FY 1997 Estimate	FY 1998 Budget Dept 11 Total	FY 1998 Budget Preschool	FY 1998 Budget School Age
CAPITALIZED EQUIPMENT						
6820	Office Equipment			0		
6825	Bldg. & Leasehold Improvements			0		
6830	Recreational Equipment			0		
6831	Janitorial Equipment			0		
6833	Educational Equipment			0		
6835	Furniture & Appliances			0		
Total Capitalized Equipment		0	0	0	0	0
OTHER EXPENSES						
6910	Miscellaneous	500	500	500	300	200
6920	Interest Expense			0		
6921	Bank Service Charges			0		
6936	Agency Leader Luncheon - Hotel			0		
6937	Agency Leader Luncheon - Printing			0		
6938	Agency Leader Luncheon - Audio \ Decorations			0		
6939	Agency Leader Luncheon - Awards \ Gifts			0		
6940	Agency Leader Luncheon - Miscellaneous			0		
6941	Leader Luncheon - Agency			0		
6945	Leader Luncheon - Local			0		
6950	Fund Raising - Agency			0		
6951	Fund Raising - Local			0		
6953	Fund Raising - Special Events			0		
6960	Bad Debts Expenses			0		
6965	Loss on Disposal of Assets			0		
6970	ICASA Match			0		
6973	Board Funds			0		
6991	Depreciation			0		
Total Other Expenses		500	500	500	300	200
TOTAL EXPENSES		617,715	617,716	591,374	485,604	105,770
SURPLUS (DEFICIT)		(10,498)	(10,498)	22,078	(12,403)	34,481

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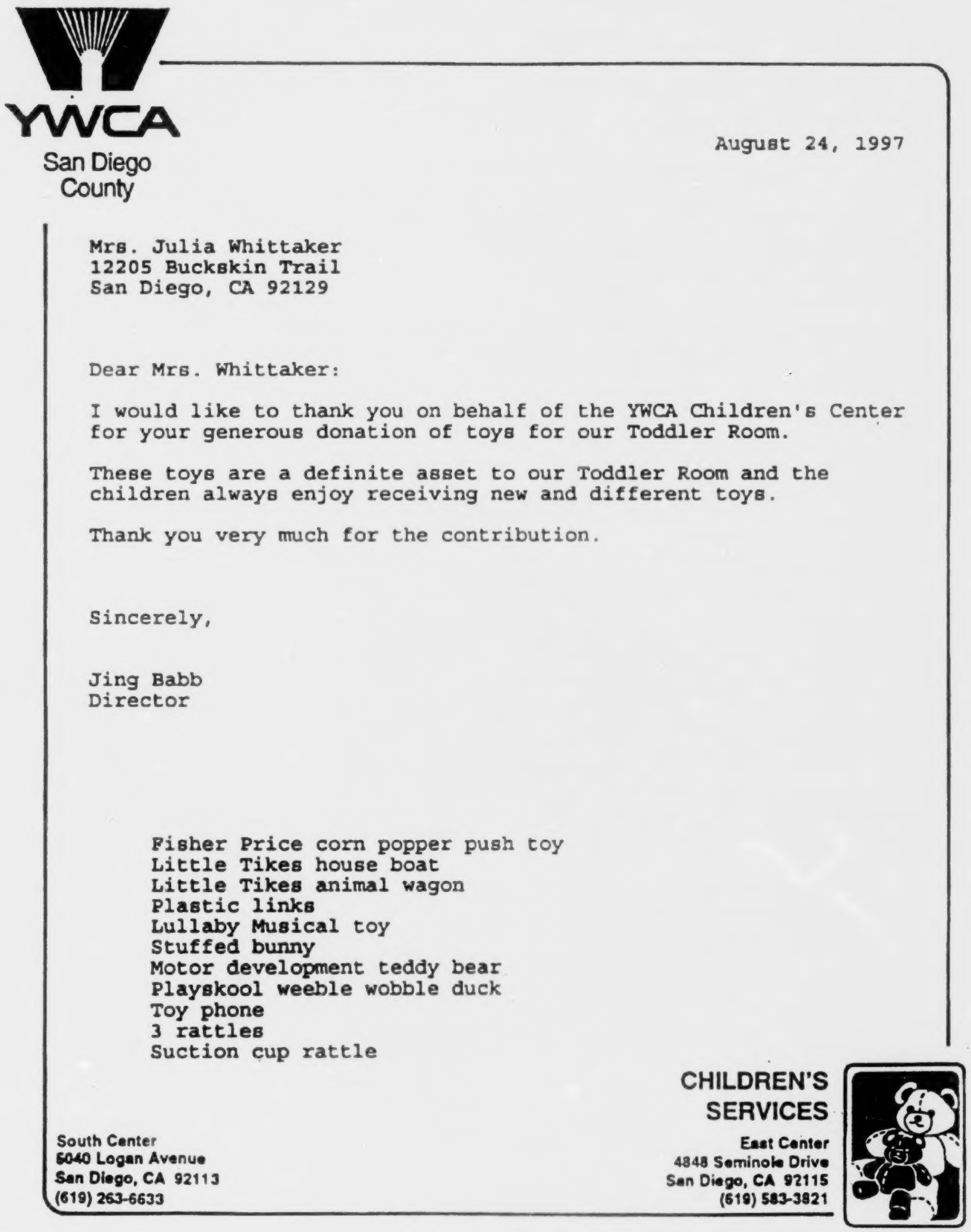
Figure 7.3



YWCA
San Diego
County

August 24, 1997

Mrs. Julia Whittaker
12205 Buckskin Trail
San Diego, CA 92129

Dear Mrs. Whittaker:

I would like to thank you on behalf of the YWCA Children's Center for your generous donation of toys for our Toddler Room.

These toys are a definite asset to our Toddler Room and the children always enjoy receiving new and different toys.

Thank you very much for the contribution.

Sincerely,

Jing Babb
Director

Fisher Price corn popper push toy
Little Tikes house boat
Little Tikes animal wagon
Plastic links
Lullaby Musical toy
Stuffed bunny
Motor development teddy bear
Playskool weeble wobble duck
Toy phone
3 rattles
Suction cup rattle

South Center
6040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

CHILDREN'S
SERVICES

East Center
4848 Seminole Drive
San Diego, CA 92115
(619) 583-3821

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Figure 7.4

WEEKLY STATISTICS REPORT

Week of - Enter the week in which the billing occurred.

Weekly Revenue - Enter the amount of Revenue that was billed. This includes membership, and registration fees.

Weekly Actual Revenue - Enter the amount of revenue that you actually received payment for.

Weekly salary - The amount of $ that you have spent on teacher salaries. SACC sites will have separate reports.

Salary % - What % of the Revenue is salary to find: take salary divided by Revenue = %?

Projected Revenue - What do you expect to make next week?

% - What % is that from what you could possibly make?

Project salary - How much do you think you'll spend on salaries next week?

% - What % is that from projected revenue?

New - Enter how many new children you have.

W-drawn - Enter amount of children who have withdrawn from program.

Calls - How many people called to get information about programs?

Visits - How many visited program?

% Occupancy - How full are you compared to how full you could be.

Total Possible Revenue - DTCC & KOAK = Multiply amount of spots by Full Time
Preschool rate.
SACC = Multiply spots by Before & After School rate.

PURPOSE:

The purpose of this is to see how much revenue you are collecting weekly and how much you are spending on salaries. This is also important to see how much revenue you expect to receive and how your salaries affect this difference.

Weekly Statistics Report

Week Of	Weekly Revenue	Weekly Rev. Act	Weekly Salary	Salary %	Project. Revenue	%	Project. Salary	%	New	With-drawn	Calls	Visits	% occupancy	O.K.

Center____________________ Month________________________

Total Possible Revenue__________________________

Figure 7.4

BUDGET OVERAGE REPORT

The purpose of this report is to make an awareness of your overall monthly budget and to keep track of the areas of your budget that may go over. It lets the CC office see exactly where you are in your budget and where the YWCA would like you to be.

Budgeted Revenue is the revenue that you are expect to make every month.

Actual Revenue - this is the revenue that you actually brought in for the month.

Variance - this is the amount of Revenue + or - that you brought in compared to what you were budgeted to bring in. Indicate a + or - for whether it was a gain or loss for the month.

Over budgeted areas are where you put any areas that you had a loss in. Example - if you were budgeted to spend 200.00 on school supplies and you spent 400.00 on school supplies - the variance of - 200.00 needs to be documented an explanation will need to accompany it. Please note that no purchasing will be done without prior consent of the director of CCS.

A plan of action of how you will render the situation will also be needed.

Figure 7.4

Budget Overage Report

Date

Program

Budgeted Revenue $

Actual Revenue $

Variance $

Explanation $

Plan of Action (if applicable)

Over Budgeted areas:

1. Area
   Budget Amt. $
   Actual Amt. $
   Variance $
   Plan of Action
2. Area
   Budget Amt. $
   Actual Amt. $
   Variance $
   Plan of Action
3. Area
   Budget Amt. $
   Actual Amt. $
   Variance $
   Plan of Action
4. Area
   Budget Amt. $
   Actual Amt. $
   Variance $
   Plan of Action

QUARTERLY EXPENDITURE REPORT

Contractor YWCA of the Hartford Region, Inc. Contract # 064-YWC-BAS-2

Program Name School Age Child Care

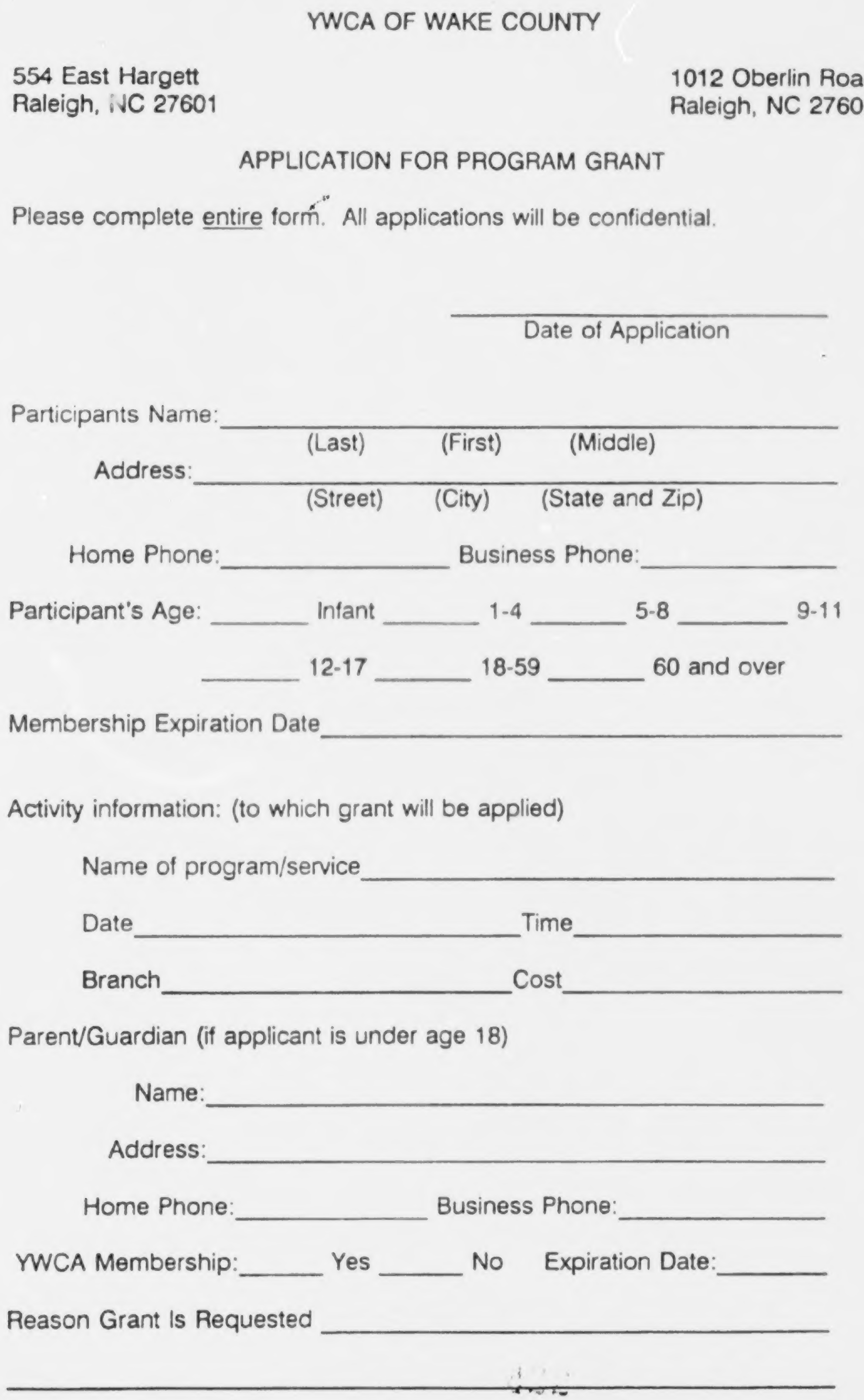
Budget Period 7/1/94 to 6/30/95

Reporting Period 1/1/95 to 3/31/95

Budget as approved or as revised by Budget Revision No. $133,511 **Date of Approval** 11/4/94

EXPENDITURES	APPROVED BUDGET	ADJUSTMENTS (+ or -)	REVISED TOTAL	EXPENDITURES TO DATE	BALANCE
1. UNIT RATE					
1a. Bed Days					
1b. Client Advocate					
1c. Security Deposit					
1d. Other Unit Rate Costs					
TOTAL UNIT RATE					
2. CONTRACTUAL SERVICES					
2a. Accounting					
2b. Legal					
2c. Independent Audit					
2d. Other Contractual Ser.					
TOTAL CONTRACTUAL SERVICES					
3. ADMINISTRATION					
3a. Admin. Salaries					
3b. Admin. Fringe Benefits					
3c. Admin. Overhead					
TOTAL ADMINISTRATION					
4. DIRECT PROGRAM STAFF					
4a. Program Salaries	31,746			22151.75	9594.25
4b. Program Fringe Benefits	6,108			3338.80	2769.20
TOTAL DIRECT PROGRAM	37,854			25490.55	12363.45
5. OTHER COSTS					
5a. Program Rent	17,111			13122.75	3988.25
5b. Consumable Supplies	8,881			4157.78	4723.22
5c. Travel and Transportation	28,107			19842.60	8264.40
5d. Utilities	31,800			17678.79	14121.21
5e. Repairs & Maintenance	8,000			411.61	7588.39
5f. Insurance	15,389			11368.14	4020.86
5g. Food & Related Costs	3,950			1196.22	2753.78
5h. Other Project Expenses	3,510			2527.12	982.88
TOTAL OTHER COSTS	116,748			70305.01	46442.99
6. EQUIPMENT					
7. PROGRAM INCOME					
7a. Fees	21,091			18506.38	2584.62
7b. Other Income					
TOTAL PROGRAM INCOME	21,091			18506.38	2584.62
8. TOTAL NET PROGRAM COST (Sum of Lines 1 through 6 minus Line 7)	133,511			77289.18	56221.82

Figure 7.6



YWCA OF WAKE COUNTY

554 East Hargett
Raleigh, NC 27601

1012 Oberlin Road
Raleigh, NC 27605

APPLICATION FOR PROGRAM GRANT

Please complete entire form. All applications will be confidential.

____
Date of Application

Participants Name: ______________________
(Last) (First) (Middle)

Address: ______________________
(Street) (City) (State and Zip)

Home Phone: __________ Business Phone: __________

Participant's Age: _____ Infant _____ 1-4 _____ 5-8 _____ 9-11

_____ 12-17 _____ 18-59 _____ 60 and over

Membership Expiration Date ______________________

Activity information: (to which grant will be applied)

Name of program/service ______________________

Date ______________ Time ______________

Branch ______________ Cost ______________

Parent/Guardian (if applicant is under age 18)

Name: ______________________

Address: ______________________

Home Phone: __________ Business Phone: __________

YWCA Membership: _____ Yes _____ No Expiration Date: _____

Reason Grant Is Requested ______________________

____

Financial Information:

1. Range of Family Income: __________ Under $9,000 __________ $9,000-12,500

__________ $12,600-15,000 __________ $15,100-17,500 __________ $17,600-20,000

__________ $20,100-22,500 __________ $22,600-25,000 __________ over $25,000

2. Number of people in family including participant: __________

3. Occupations - Head of Household __________
Other working adult __________

4. Financial assistance requested from YWCA: $ __________

5. Amount family can provide: $ __________

6. Cost of program/service (from other side): $ __________
Amount of program fees past due: $ __________

7. Please add any other relevant information you feel is important. __________
____

____
Applicant's Signature/Date

YWCA Use Only

Date application received: __________

Recommended allocation: __________

__________ __________
Date Branch Director

Grant action: __________ approved __________ denied

__________ partial grant approved

Amount granted $ __________

Scholarship Source __________

__________ __________
Date Executive Director

Forward original to Finance Director for Accounting.

Program Records

Every child care program keeps detailed records to document not only its business operations, but also aspects of the program including child and family involvement. Some records may be kept in other association offices. The Child Care Director may or may not keep duplicates. However, in all cases, the director should know where those records are kept.

Most of these record-keeping tasks are covered in the section of this guidebook in which they apply, such as financial agreements with families (Chapter 4) and personnel records (Chapter 5).

Here are a few tips on record keeping that may make the job a bit easier:

- Establish and ensure limited access to all confidential records.
- Set up a filing system that is tailored to your needs. Ask for expert help. Several computer programs are designed especially for child care.
- Keep every record possible on computer. Back up all documents. Keep at least one copy in a fire-safe place.
- Update files regularly. Volunteers may be able to help with some of the work.

Keep complete records on

- all areas required for licensing (enrollment, inspections, insurance)
- basic operations (needs assessment, policies and procedures, contracts, budgets, payroll, committee meeting minutes, publicity)
- child and staff attendance
- volunteer attendance and contributions (hours, items donated and their value, monetary gifts)
- personnel (recruiting, hiring, transcripts, job descriptions, health, compensation, continuing education, performance evaluations, exit interviews)
- health and safety matters (all permissions, incident reports, food service, transportation, court orders on issues such as child custody, children's immunizations and exams)
- children's developmental progress (observations, parent conferences, work samples)
- resources (books and other items available to lend, library loans)
- inventory (furnishings, equipment, supplies)
- maintenance and repairs (equipment and supply guarantees, playground surface and equipment, interior paint, recall notices and resolutions)
- evaluations (family, program)

- Keep copies of emergency permissions readily accessible.
- Check field trip permissions as part of the scheduling routine.

Sample Forms

The YWCA of El Paso del Norte Region, Texas has created a monthly safety report form which is illustrated in Figure 7.7 on page 340.

A library loan reminder which could easily be adapted for other reminders is found on page 341 in Figure 7.8. It was created by the YWCA of Hartford Region, Connecticut.

MONTHLY SAFETY REPORT

YWCA LOCATION: ______________________ MONTH: ____________________

DATE COMPLETED: _____________________

NUMBER OF EMPLOYEE INJURIES ________ NUMBER OF PARTICIPANT INJURIES _____

PARTICIPANT INJURIES-	CAUSED BY SAFETY HAZARD?
BITES ________	YES/NO
CUTS/SCRAPES/BRUISES ______	YES/NO
HEAD INJURY (MINOR BUMP) _____	YES/NO
INJURIES NEEDING HEALTH & SAFETY NOTIFICATION _____ (ATTACH EMS OR MEDICAL ATTENTION INCIDENT REPORT)	YES/NO

IF ANSWERED YES TO ANY OF ABOVE PLEASE EXPLAIN:

SAFETY HAZARDS PRESENT ____________________________

CORRECTIVE ACTION FOR SAFETY HAZARD ________________
(PLEASE PUT ADDITIONAL INFORMATION ON BACK)

HEALTH/SAFETY TOPIC OF MONTHLY MEETING __________________

WAS THIS BENEFICIAL TO GROUP? YES/NO

SUGGESTED TOPIC REQUEST FOR NEXT SAFETY MEETING ______________
(SPECIFIC HEALTH OR SAFETY ISSUE)

WOULD YOU LIKE HEALTH AND SAFETY SPECIALIST TO ATTEND NEXT MEETING TO DISCUSS ANY SAFETY OR HEALTH ISSUES? YES/NO
(THIS WILL BE ON A SCHEDULE PERMITTING BASIS)

DATE OF NEXT SAFETY MEETING? ____________________

DATE OF MONTHLY FIRE DRILL? _____________________

PLEASE ATTACH ALL COPIES OF INDIVIDUAL INCIDENT REPORTS REQUIRING MEDICAL ATTENTION AND/OR TRANSPORT TO HOSPITAL OR PARENT PICK UP DUE TO INJURY.

SIGNATURE OF PERSON CONDUCTING SAFETY MEETING ____________________________

Did you forget?!?

Hartford Region YWCA

Just a reminder that a book you borrowed from our YWCA Childcare Library is now overdue. So that everyone may have an opportunity to use our Library please return the book by the date listed below.

Book Title: ______________________________

Author: ______________________________

Date borrowed: ______________ Date due: ______________

Please return by: ______________________________

Thanks for your help in keeping our Library in good shape!

P.S. If the book is lost, the replacement cost is: $ __________

Did you forget?!?

Hartford Region YWCA

Just a reminder that a book you borrowed from our YWCA Childcare Library is now overdue. So that everyone may have an opportunity to use our Library please return the book by the date listed below.

Book Title: ______________________________

Author: ______________________________

Date borrowed: ______________ Date due: ______________

Please return by: ______________________________

Thanks for your help in keeping our Library in good shape!

P.S. If the book is lost, the replacement cost is: $ __________

Marketing Tools

Enthusiasm is infectious! The tools you use to market your YWCA's child care programs within the community — flyers, catalogs, ads, newspaper articles, public service announcements, word of mouth, participation in Week of the Young Child activities, YWCA Week Without Violence, open houses, YWCA Day of Commitment, bookmarks — can go a long way to establish an image of professionalism and genuine care for children.

The marketing tools featured here are print items, simply because they can be reproduced easily. However, personal contacts are probably equally if not more effective in getting the word out about the high quality of your program and its benefits for children and families. These are some specific things YWCA child care programs do to increase visibility within the community:

Network. Be sure to maintain sound relationships with all other YWCA staff members. These people are excellent resources and supports for your work with children and families, and you may contribute to the development of their programs as well. Look to them for marketing expertise, for example. They may also be aware of important community contacts for the child care program.

Build congenial relationships with YWCA board and committee members, volunteers, local reporters, Head Start programs, elementary teachers, principals, school secretaries, children and youth workers, decision makers, and others. Attend school board and local government meetings. As these people come to know and trust you, they may make referrals to your program. These people will rely on you for your expertise when they have questions, too.

An especially receptive audience may be found among the employees and management of the companies for whom YWCA child care families work. Family members often are aware of co-workers or people they know who are seeking high-quality child care. Many corporations have family-friendly policies that may include providing information or other child care support to families with young children. Local companies who benefit from high-quality child care may also be interested in concretely demonstrating their support. Many make contributions, maintain permanent slots for employees' children, or provide program space and volunteers. Encourage families to assist staff in building and maintaining strong connections between employers and child care.

Publicize. Send regular news releases — coordinated with other YWCA publicity efforts — to local media outlets. Highlight important items about your YW program such as accreditation, program expansion, staff achievements, and children's accomplishments. Request a photographer for a special event, such as a field trip or visitor. A parent, grandparent, or YWCA board or committee member might be an enthusiastic volunteer photographer, too. Become a co-sponsor of community events that alert people to children's and family issues, such as the Stand for Children. Reach out to families with new babies. Distribute program brochures in children's rooms of libraries, in health care facilities that serve families with young children, and other visible places.

Welcome. Invite the community to an evening or weekend open house at which teachers and caregivers discuss the program and children's work is displayed for all to see their thinking and creativity. Point out the advantages of your YWCA facility, such as location, pool, or gym. Show videos of children immersed in worthwhile learning activities. Regularly hold a special event during child care hours for YWCA board members and employees to gain first-hand experience with the children in the program. These events are prime resources for recruiting new enrollments and volunteers alike.

With desktop publishing capabilities, brochures can readily be produced and revised each year. Seek the assistance of your YWCA marketing director, or ask for volunteer assistance. A program parent or community member may be willing to donate skills in writing, photography, illustration, or layout. Look for testimonials. Include enthusiastic quotes from families' program evaluations (ask for permission before using their names). Families might also be willing to distribute flyers to friends and neighbors who are looking for high-quality child care.

All marketing and public relations materials must be coordinated and cleared with the YWCA Executive Director or her/his designee in order to avoid duplications and contradictions, and to maximize efficiency. All YWCA printed materials should be clearly marked with the YWCA logo using the national logo guidelines.

Qualities of a good promotional brochure

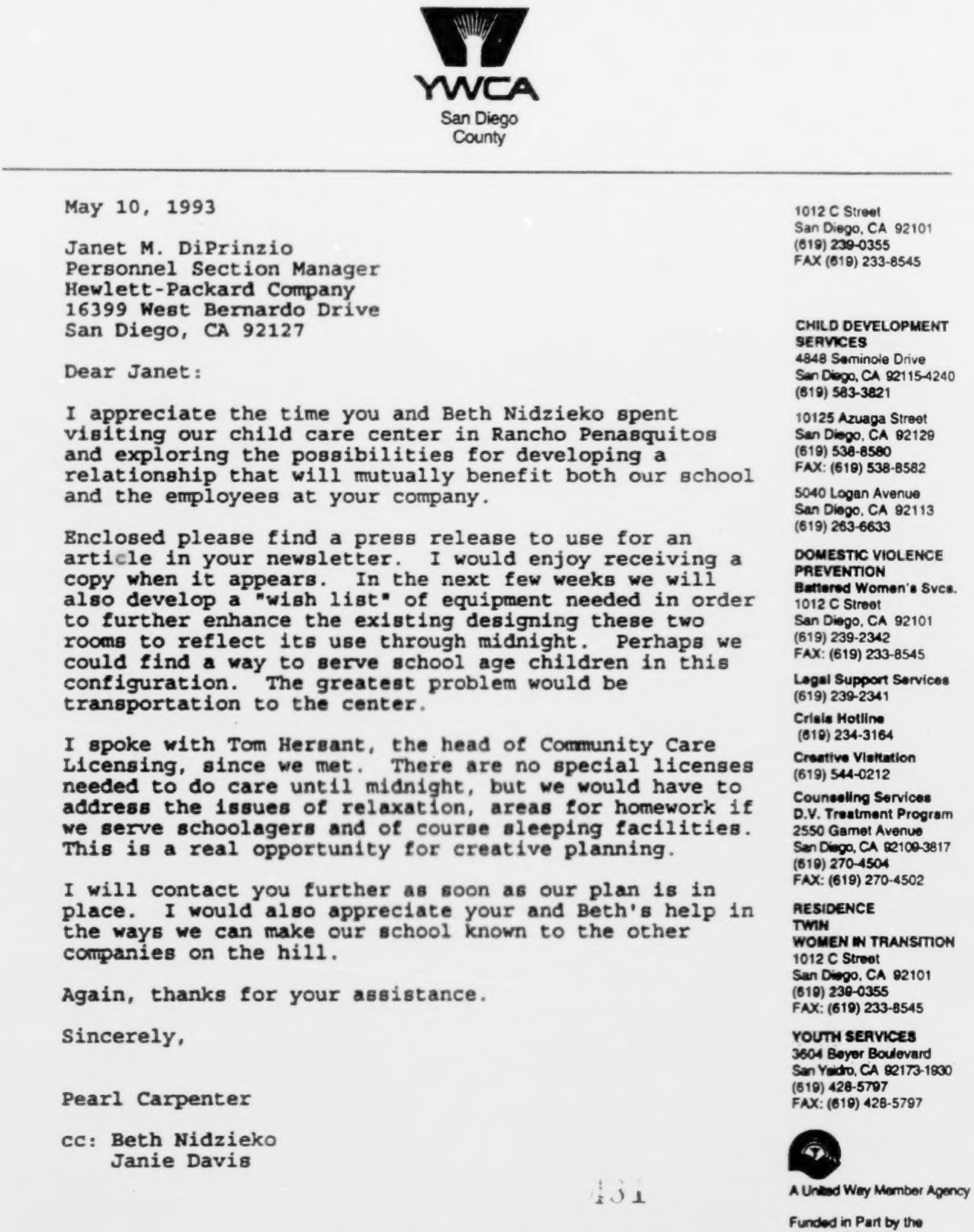
- contains clear, succinct, readable text that is proofread to avoid errors
- features easy-to-find key information — hours, costs, locations, YWCA, contact name and phone number
- includes YWCA mission and logo
- highlights your program — staff qualifications, curriculum, facilities
- uses dramatic photographs or artwork of diverse children at play and interacting with adults
- has visual appeal by using color, variations in type style and size, and other graphic elements
- is affordable
- suits the distribution method — mail, bulletin boards, handouts

Sample Promotional Materials

The YWCA of Western New York has created an attractive bookmark (Insert 7A) which both promotes their child care program while at the same time provides important information to all parents. This bookmark is found at the end of this chapter in a plastic cover.

A sample letter and news release by the YWCA of San Diego, California, is on pages 345 through 347 in Figures 7.9 and 7.10.

Brochures can range widely in cost. Included in this Guidebook are three which represent a broad range. In addition to the one presented in Figure 7.11 by the YWCA of Mid-Peninsula, California; and the two found in the plastic cover at the end of the chapter from McLean County, Illinois (Insert 7B); and Western New York (Insert 7C); other YWCAs with attractive brochures include the YWCA of White Plains and Westchester County, New York; Wake County, North Carolina; Minneapolis, Minnesota; Bergen County, New Jersey; and Janesville, Wisconsin.



YWCA
San Diego
County

1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX (619) 233-8545

CHILD DEVELOPMENT SERVICES
4848 Seminole Drive
San Diego, CA 92115-4240
(619) 583-3821

10125 Azuaga Street
San Diego, CA 92129
(619) 538-8580
FAX: (619) 538-8582

5040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

DOMESTIC VIOLENCE PREVENTION
Battered Women's Svcs.
1012 C Street
San Diego, CA 92101
(619) 239-2342
FAX: (619) 233-8545

Legal Support Services
(619) 239-2341

Crisis Hotline
(619) 234-3164

Creative Visitation
(619) 544-0212

Counseling Services
D.V. Treatment Program
2550 Garnet Avenue
San Diego, CA 92109-3817
(619) 270-4504
FAX: (619) 270-4502

RESIDENCE
TWIN
WOMEN IN TRANSITION
1012 C Street
San Diego, CA 92101
(619) 239-0355
FAX: (619) 233-8545

YOUTH SERVICES
3604 Beyer Boulevard
San Ysidro, CA 92173-1930
(619) 428-5797
FAX: (619) 428-5797

A United Way Member Agency

Funded in Part by the County of San Diego

May 10, 1993

Janet M. DiPrinzio
Personnel Section Manager
Hewlett-Packard Company
16399 West Bernardo Drive
San Diego, CA 92127

Dear Janet:

I appreciate the time you and Beth Nidzieko spent visiting our child care center in Rancho Penasquitos and exploring the possibilities for developing a relationship that will mutually benefit both our school and the employees at your company.

Enclosed please find a press release to use for an article in your newsletter. I would enjoy receiving a copy when it appears. In the next few weeks we will also develop a "wish list" of equipment needed in order to further enhance the existing designing these two rooms to reflect its use through midnight. Perhaps we could find a way to serve school age children in this configuration. The greatest problem would be transportation to the center.

I spoke with Tom Hersant, the head of Community Care Licensing, since we met. There are no special licenses needed to do care until midnight, but we would have to address the issues of relaxation, areas for homework if we serve schoolagers and of course sleeping facilities. This is a real opportunity for creative planning.

I will contact you further as soon as our plan is in place. I would also appreciate your and Beth's help in the ways we can make our school known to the other companies on the hill.

Again, thanks for your assistance.

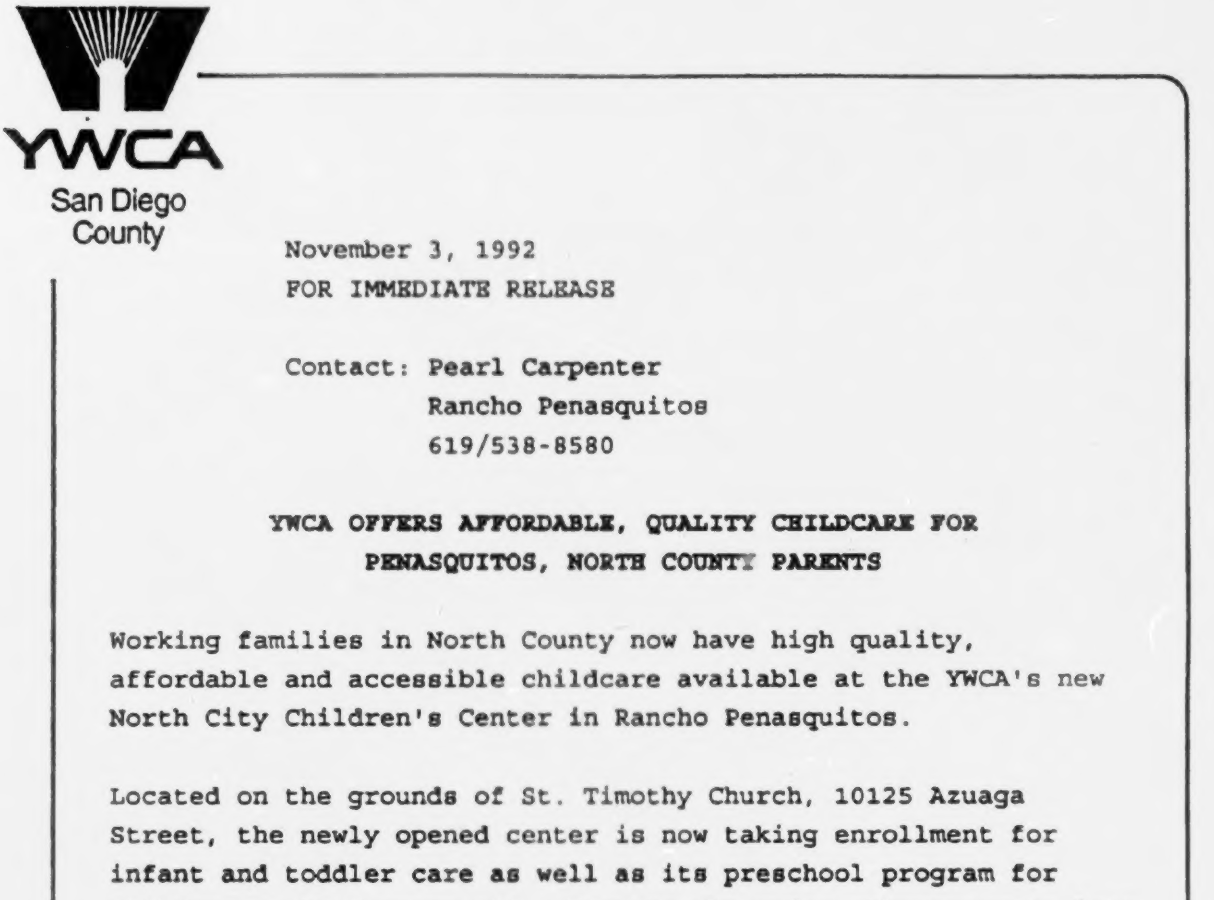
Sincerely,

Pearl Carpenter

cc: Beth Nidzieko
Janie Davis

BEST COPY AVAILABLE

Figure 7.10



YWCA
San Diego
County

November 3, 1992
FOR IMMEDIATE RELEASE

Contact: Pearl Carpenter
Rancho Penasquitos
619/538-8580

YWCA OFFERS AFFORDABLE, QUALITY CHILDCARE FOR PENASQUITOS, NORTH COUNTY PARENTS

Working families in North County now have high quality, affordable and accessible childcare available at the YWCA's new North City Children's Center in Rancho Penasquitos.

Located on the grounds of St. Timothy Church, 10125 Azuaga Street, the newly opened center is now taking enrollment for infant and toddler care as well as its preschool program for children up to 5 years old. Parents who refer other parents into the program may be eligible for free childcare credits.

The YWCA North City Children's Center is open from 6:30 a.m. to 6:00 p.m. Monday through Friday.

Jing Babb, the center's assistant director has a Masters Degree in Educational Psychology and seven years of experience in the childcare field. The center is staffed by professional caregivers who have backgrounds in child development and practical experience in caring for children.

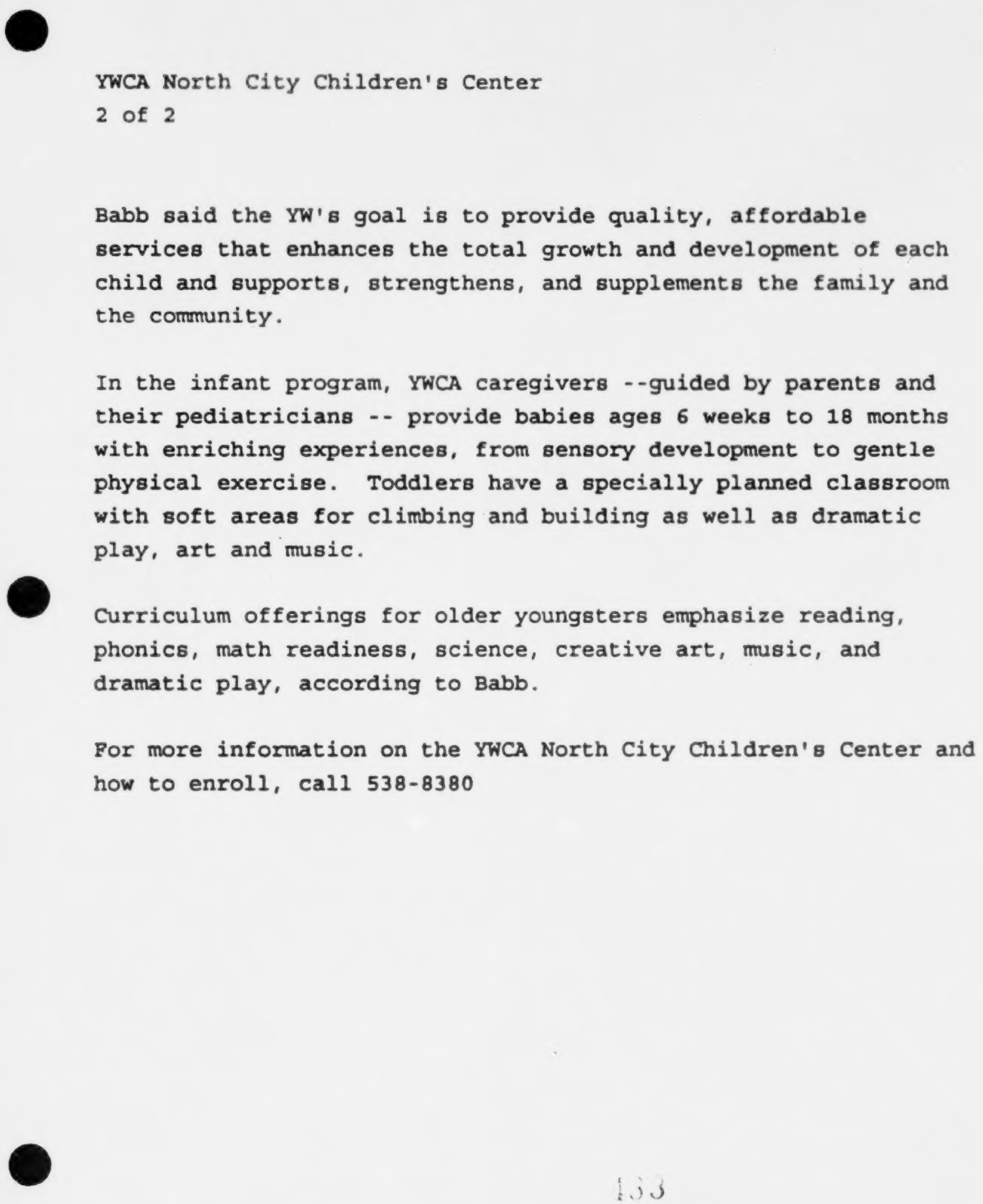
--- more ---

South Center
5040 Logan Avenue
San Diego, CA 92113
(619) 263-6633

CHILDREN'S SERVICES

East Center
4848 Seminole Drive
San Diego, CA 92115
(619) 583-3821

BEST COPY AVAILABLE



YWCA North City Children's Center
2 of 2

Babb said the YW's goal is to provide quality, affordable services that enhances the total growth and development of each child and supports, strengthens, and supplements the family and the community.

In the infant program, YWCA caregivers --guided by parents and their pediatricians -- provide babies ages 6 weeks to 18 months with enriching experiences, from sensory development to gentle physical exercise. Toddlers have a specially planned classroom with soft areas for climbing and building as well as dramatic play, art and music.

Curriculum offerings for older youngsters emphasize reading, phonics, math readiness, science, creative art, music, and dramatic play, according to Babb.

For more information on the YWCA North City Children's Center and how to enroll, call 538-8380

Quality After School Care

at the

Mid-Peninsula YWCA

- After School Care for kindergarten through second grade
- Caring staff, three B.A., E.C.E. qualified teachers on staff
- Spanish speaking staff
- Multicultural, bias-free curriculum
- Small family type setting
- New facility with large playground area
- Transportation from most schools
- Emphasis on social skills
- Mainstreamed special needs students
- Limited openings still available

Kindergarteners	
5 days	$412/month
4 days	$328/month
3 days	$245/month

First and Second Graders	
5 days	$273/month
4 days	$223/month
3 days	$162/month

Transportation (from most schools)	
5 days	$60/month
4 days	$48/month
3 days	$36/month

(December & June 1/2 monthly rate)
We invite you to visit our spacious facility.
For more information please call (650) 494-0972.

Mid-Peninsula YWCA
4161 Alma Street
Palo Alto, CA 94306
(650) 494-0972

YWCA

YWCA

Children's Center

643-6761

Parent Handbook

UNITED WAY

Program Philosophy ▼

The YWCA Children's Center focuses on children's social development. The programs of Children's Center embody the ideals of the YWCA—peace, justice, freedom, and dignity for all people and the elimination of racism. We, therefore, encourage children to communicate peacefully and to embrace diversity and equality. In keeping with the YWCA's mission, the Children's Center strives to provide services to families from a diverse population. The staff's goal is to provide a positive atmosphere where children can experience success at their own levels.

Licensing ▼

The YWCA Children's Center is licensed by the Virginia Department of Social Services. The requirements for staffing, facilities, and procedures insure the safety and care of your child.

Dates and Hours ▼

After-School Program

The YWCA provides After-School Day Care for children between the ages of 5 and 13 during the regular school year. Program hours are **2:30 p.m.–6:30 p.m.**, Monday through Friday. Full-day care is provided on the days that schools are closed for teacher work days and conferences, as well as some holidays, Winter Break, and Spring Break. Full-day hours during school closings are 7:30 a.m.–6:30p.m.

Super Summer Program

The YWCA provides full-day care in its Super Summer Program for children ages 5–13. The Super Summer Program begins one week after school closes for the summer and ends one week before school starts again in the fall. Summer hours are 7:30 a.m.-6:30 p.m., Monday through Friday.

The YWCA provides free pre-school and free after-school care for children who are homeless or living in transitional housing. Pre-school hours are 8:30 a.m.–2:00 p.m., Monday through Friday. Pre-school children attend year-round.

For more specific information on dates of operation and agency holidays, please call 643-6761.

Snacks and Meals ▼

The YWCA After-School Program offers each day a nutritious snack to children when they arrive at the Center. During the Super Summer Program, children receive a USDA-approved breakfast, lunch, and afternoon snack. Pre-schoolers receive a daily lunch and afternoon snack.

Children are discouraged from bringing food to the YWCA except for special activities and full days during the school year when a packed lunch is required.

Activities ▼

The YWCA provides structured activities during the After-School and Super Summer Programs. Activities are age-appropriate and include arts and crafts, cooking, outdoor play, group games, drama, music, and dance. Children are exposed to role models who challenge stereotypes, and are encouraged to participate in activities regardless of race, gender, or special need.

Field Trips

Children enjoy field trips on a regular basis in all of our Children's Programs. Parents will be notified one week in advance of all field trips. Parents may choose to withhold children from attending any field trips by notifying staff ahead of time. Parents are encouraged to attend field trips. Most field trips are free, but a small fee may be necessary on some occasions.

Arrival and Departure ▼

The safety of the children is of the utmost importance to us. Parents are required to bring children into the Center when arriving and meet children inside upon departure. All children must be signed in and out on a daily basis at the Center. Children may not be left unattended at the YWCA before opening or after closing.

Advanced written permission must be submitted when any child will be arriving or leaving by walking, taking the bus, etc., without an adult. Children will not be allowed to leave the Center with anyone other than the parent unless designated in writing by the parent.

Late Pick-Up Procedures ▼

Parents who pick up their children must do so NO LATER THAN 6:30 p.m. during the Summer and After-School Programs. Pre-school children must be picked up by 2:00 p.m.

Late Pick-Up Fee

$5 is charged when a parent is five minutes late to pick up a child. $1 is charged for each additional five minutes thereafter. This late fee will be added to a parent's bill. The Children's Centers' Late Fee Policy is not to be considered an additional service; it is a penalty to discourage tardiness. Consistent late pick-up may result in termination of services.

If a child is not picked up by the time the center closes, parents and/or emergency contacts will be called. If, after one hour, parents and emergency contacts have not been reached, the Department of Social Services will be called to take custody of the child.

Transportation ▼

After-School Program

The YWCA provides some transportation to the 5th Street Center during the After-School Program. Transportation is provided from some Richmond Public Schools by the YWCA or the school system. Limited evening transportation home is available for an additional fee. Call the YWCA for a current list of schools served.

Super Summer Program

Transportation is NOT provided to or from the YWCA during the Super Summer Program. The YWCA does provide transportation to and from summer field trips.

Free transportation is provided on a limited basis to children enrolled in pre-school and to children living in area shelters or transitional housing.

Full-Day Care During the School Year ▼

The YWCA provides full-day care on the days that schools are closed for teacher planning and conferences, as well as some holidays, Winter Break, and Spring Break. On full days, the Children's Center hours are 7:30 a.m.–6:30 p.m. **The YWCA does not provide transportation on full days.**

Bag lunch—Parents must send a nutritious lunch with a drink for their child. The YWCA provides a morning and afternoon snack on full days.

Additional fees will be charged for full days only during Winter and Spring Break. **To find out your full-day fee, refer to your Fees Contract or call 643-6761, and ask for Child Care Accounts.**

Payments ▼

Child care payments are due by 6:30 p.m. on Monday of each week, for the current week. Payments should be made at the lobby front desk of the YWCA building at 6 N. 5th Street. If mailing payments, send to:

YWCA
Child Care Accounting
6 N. 5th Street
Richmond, VA 23219

All issues and concerns related to payments must be brought to the attention of the Bookkeeper. Payments cannot be accepted by child care staff, nor can they be delivered through children.

Late Payments—It is the parent's responsibility to remain current on the status of payments and accounts. If payments are not received on time, a late payment fee of $5 will be added to your account. Consistent late payments may result in termination of services. Fees are due even in cases of vacation or illness in order to reserve a space for your child.

A $20 fee will be charged for returned checks. If the YWCA receives a returned check, then future payments must be made in cash, money orders, or cashier's checks. Cash payments must be made in the exact amount of the bill. Change is not available.

If parent's wish to withdraw their child from the program, two-weeks' written notice and payment must be given.

Illness ▼

A child is required to stay home from the YWCA Children's Programs with any of the following symptoms:

- A temperature of 100 degrees or higher
- Vomiting or diarrhea
- An undiagnosed rash
- Sore or discharging eyes or ears
- Extreme discomfort which limits the child's ability to participate in activities

Any child with one or more of the symptoms listed above will be isolated from other children immediately. Parents will be contacted and asked to pick up the child from the YWCA as soon as possible.

Upon returning, parents may be asked to present a note from the child's doctor stating that the child does not have a contagious illness.

Medication ▼

Staff may not administer medication to a child without proper permission and documentation from the parent. A medical consent form must be on file and renewed every ten days for any child receiving prescription or non-prescription medication. No child is to be in possession of any prescription or non-prescription medication. All medication must be in the original container. Contact the Children's Center immediately if your child needs to take medication while attending the YWCA.

Discipline ▼

Children are encouraged to resolve conflicts verbally and peacefully. Children are taught alternatives to violent behavior and unacceptable language. If a child consistently uses violence or unacceptable behavior and does not respond to redirection and guidance, he or she will be separated from the group for a short period of time. A group leader will explain to the child why the behavior is unacceptable, and suggest some acceptable alternatives. If a child continues to behave in a manner that is disruptive or dangerous, parents will be asked to meet with staff to resolve the issue.

In cases of severe misbehavior, a child may be suspended or terminated from the program at the recommendation of the Coordinator of Children's Programs or the Associate Director, Programs.

We encourage parents to provide any information about their child's behavior which might enable us to better work with the child.

While we respect the different methods of discipline that parents use, the YWCA cannot condone parents physically disciplining children on the premises of the YWCA.

Termination from Programs ▼

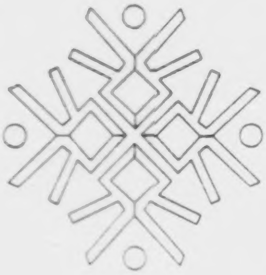
On rare occasion, it is necessary to terminate a family from the YWCA Children's Programs for any of the following reasons:

- Delinquent fees
- Consistent violent behavior
- Parents' consistent disregard for YWCA Children's Programs policies and procedures

Parents will be notified at a conference and in writing of any termination.

Emergency Closings ▼

During the winter, it may be necessary to close the YWCA due to bad weather. If this occurs, or if bad weather is in the forecast, parents are urged to listen to the following television and radio stations for information on closings and late openings: WWBT-TV 12, WRVA 1140AM, Power 93, or Magic 99. The YWCA will be listed with other service organizations, not with day care centers. Therefore, if the YWCA is closed, the Children's Center will also be closed. The Children's Center will open late if the agency opens late.



If the Richmond Public Schools are closed or close early due to bad weather, the YWCA may sometimes remain open for full-day care beginning at 8:30 a.m., HOWEVER, transportation will not be provided.

In the event that the agency must close early, parents will be contacted immediately. Parents will be asked to pick up children as soon as possible. Emergency contacts will be called if parents cannot be reached.

If you are unsure about the status of the YWCA on bad weather days, please call 643-6761 before bringing your child to the Center.

Appendix A

YWCA Non-racist, Non-sexist Guidelines From *Child Care: A Plan That Works*

Staff

The staff must reflect the ethnic and language groups in the program.

Males should be included in both childcaring and other facets of the program.

Staff must be aware of the child's total environment—family, community, and influencing social and political conditions—and the role of each in the child's intellectual and emotional growth.

Staff must be well-informed regarding the history and culture, past and present, of the minority ethnic groups in the program, with some coherent philosophy about the future.

Staff should represent reliable, trustworthy, nurturing adults who reflect in their attitudes and behavior the philosophy of the program.

Continuous in-service training for staff, both professional and paraprofessional, must be provided.

In-service training should include staff exploration of attitudes toward themselves, other ethnic groups, male and female roles and relationships, poverty, social and political issues.

Resource persons representing various ethnic groups from the community should be used for in-service training.

Curriculum

All areas of the curriculum must be concerned with the development of the individual child, assuring self-worth and potential for growth and helping develop a respect for learning and a positive concept of oneself as a learner.

Each child's individual style of communication must be appreciated and responded to sensitively. Attention should be paid to "what" is being said rather than "how." The use of ethnic speech patterns by the child should not be deprecated. This does not mean, however, that the child will not eventually learn what is termed "standard English."

Cognitive skill development must be a basic ingredient of the curriculum.

Coping skills—helping the child learn how to live in this world—must be developed.

The curriculum must create in the child an appreciation for his/her ethnic history and culture, i.e., ethnic pride. Books and audio-visual materials, as well as playthings, must be carefully selected to reflect a positive ethnic self-image. Ethnic materials can be integrated into all phases of the child's learning: cognitive, emotional and physical development. Food can be an effective tool for learning about cultural traditions and should include ethnic dishes.

The curriculum must also develop an appreciation and understanding of the ethnic backgrounds of all children whether or not represented in a particular child care center.

Special celebrations should be provided to commemorate important events and individuals in ethnic history.

A creative plan should be evolved to integrate parents into the learning process. Apart from classroom participation, they should be given, or allowed to borrow, books and other materials for use at home. Workshops and lectures on child development should be offered.

Sexism

Staff should recognize and appreciate the sex role values of different individuals and ethnic groups and not attempt to impose their own values.

At the same time, however, staff must help parents to allow their children to develop according to their individual capabilities and not be unduly restricted by culturally determined sex role stereotypes.

Staff should become sensitized to their own sex role values and encouraged to examine their own conflicts and ambiguities.

Books and audio-visual materials must be carefully selected to eliminate portrayal of negative and restrictive sex roles.

Children should be allowed to participate in activities that interest them, not being discouraged from participation in activities because they may have been culturally designated as male or female.

Note. From *Child Care: A Plan That Works*, by National YWCA Resource Center on Women, 1972, New York: YWCA of the U.S.A. Copyright © 1972 by the YWCA of the U.S.A. Reprinted with permission.

Appendix B

Current Terminology

The terms caregivers use convey images and messages that support the mission of the YWCA of the U.S.A. At present, these are the preferred terms that convey a professional understanding of human development and a positive, contemporary commitment to high-quality care for all children and families.

Preferred Terms	**Terms to Avoid**
child care	day care
children with disabilities	handicapped children
early childhood education	preschool
guidance, promote social and emotional development, positive guidance techniques, behavior intervention, behavior management procedures	discipline, punishment, behavior management, classroom management
early/beginning learning experiences, developmental levels	prereading, premath, readiness
anti-bias, anti-sexist, inclusive, diverse	nonsexist, nonbiased
professional development, continuing education, teacher education	training
school-age care	school-age child care
school-age children	latch-key children
guider, caregiver, teacher	child care worker, day care provider, babysitter
toilet learning, toileting	toilet training
YWCA, YW	Y

Appendix C

Organizations

Action Alliance for Children
1201 Martin Luther King Jr. Way
Oakland, CA 94612
(510) 444-7136

Association for Childhood Education International
17904 Georgia Ave., Suite 215
Olney, MD 20832
(301) 570-2111
(800) 423-3563

California Tomorrow
Fort Mason Center, Building B
San Francisco, CA 94123
(415) 441-7631

Center for Career Development in Early Care and Education
Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200, x 211

Center for the Child Care Workforce
733 15th St., N.W., Suite 1037
Washington, DC 20005-2112
(202) 737-7700

Child Care Action Campaign (CCAC)
330 7th Ave.
New York, NY 10570
(212) 239-0138

Children's Defense Fund
25 E St., N.W.
Washington, DC 20001
(202) 628-8787

Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091
(703) 620-3660

Early Childhood Directors Association
450 N. Syndicate, Suite 80
St. Paul, MN 55104
(800) 925-3232

Family Child Care Project
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200, x 291

Families and Work Institute
330 Seventh Ave., 14th Floor
New York, NY 10001
(212) 465-2044

National Association for the Education of Young Children
1509 16th St., N.W.
Washington, DC 20036-1426
(202) 232-8777
(800) 424-2460

National Association of Child Care Resource and Referral Agencies (NACCRRA)
1319 F St., N.W.
Washington, DC 20004
(202) 393-5501

National Black Child Development Institute, Inc.
1023 15th St., N.W., Suite 600
Washington, DC 20005
(202) 387-1281

National Center for Infants, Toddlers, and Families
734 15th Street, N.W., #1000
Washington, DC 20005-1013
(202) 638-1144

National Child Care Network
370 Student Union
Stillwater, OK 74078
fax (405) 743-3465

National Childhood Association
1016 Rosser St.
Conyers (Atlanta), GA 30012
(800) 543-7161

National Coalition of Education Activists
P.O. Box 679
Rhinebeck, NY 12572
(914) 876-4580

National Head Start Association
1651 Prince St.
Alexandria, VA 22314
(703) 739-0875

National League of Cities
Children and Families in Cities Project
1301 Pennsylvania Avenue, N.W.
Washington, DC 20004
(202) 626-3030

National School-Age Care Alliance
1137 Washington St.
Boston, MA 02124
(617) 298-5012

Southern Early Childhood Association
7107 W. 12th St., Suite 102
Little Rock, AR 72204
(501) 663-0353
(800) 305-7322

Appendix D

D. Public Policy Resources

D.1 YWCA Child Care Network Registration Form
D.2 Convention Process in Action
D.3 Public Policy Strategies
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Many of the YWCA of the U.S.A. resources included here were originally written by Helen Parolla, former Director of Public Policy of the YWCA of the U.S.A., and updated by current staff members, Jo S. Uehara and Beverly Stripling. To many YWCA staff and volunteers, Helen Parolla was the eyes and ears, brains and heart, of the YWCA public policy work, and many today owe her a great debt for their personal and professional development.

D.3 Public Policy Strategies, April 1997

D.4 Developing a Public Policy Program in Your Association, April 1997

D.5 Take a Stand! Public Policy Advocacy in the YWCA, April 1997

D.6 The YWCA and Controversy, April 1997

D.7 Strategies Related to Funders, April 1997

D.8 Guidelines for Non-Profit Activities During Campaign Season, April 1997

D.9 Tips on Writing Letters to Congress, April 1997

D.10 Restrictions on the Use of Federal Funds for Advocacy Purposes, March 1997

D.11 Lobbying, February 1997

D.1 YWCA Child Care Network Registration Form

Check the correct statement(s):

_____ Please include me as a new member of the YWCA Child Care Network.

_____ The following is a change of information for a current member of the YWCA Child Care Network.

_____ Please delete the following person from the YWCA Child Care Network.

Name ____

YWCA role ____

YWCA of ____

YWCA I.D. Number ____

Street address ____

City, state, ZIP + 4 ____

Telephone (   ) ____________________ Fax (   ) ____________________

e-mail address ____

Mail this information to:

Child Care Unit
YWCA of the U.S.A. Washington Office
624 Ninth St., N.W.
Washington, DC 20001
or
Fax to (202) 783-7123

D.2 Convention Process in Action

The 1996 Convention public policy priorities related to child care

1. The National Board approved as part of Action Agenda I the following two priorities:

Racial Justice
Advocacy for public policies that ensure:

- enforcement of laws against discrimination based on sex, age, race, color, religion, sexual orientation, and disability
- support for affirmative action statutes and programs in the public and private sectors
- elimination of racially motivated violence
- access to legal information, aid, protection, and intervention strategies to address hate crimes
- public education that addresses the causes and consequences of violence in urban and rural areas
- positive action to increase community dialogue and problem-solving to address racism and violence in homes, schools, and neighborhoods
- removal of restrictions on benefits currently available to legal immigrants and undocumented workers and opposition to the passage of restrictive local, state, and national laws
- positive action to enable women and under-represented groups to gain access to full and equal participation in all political, social, and economic decision making, formulation of policies and the definition of governing structures
- institutionalization and expansion of the observance of the YWCA Day of Commitment

Empowerment of Women
Advocacy for public policies that ensure:

- economic security for women that includes equal employment opportunity; equal pay for equal work of comparable value; *welfare reform which provides access to comprehensive health care, **child care,** [emphasis added] education, job training, jobs, and nutrition for all recipients;* long-term retirement planning and equitable and adequate income support; and control over resources — land, capital, credit, technology, and economic opportunities
- decision-making processes that respect diversity, nonviolence, and participatory solutions to enhance the lives of women and their families
- comprehensive legislation that eliminates violence against women and girls which both violates and impairs the enjoyment of their human rights and fundamental freedoms
- continuation of research into violence as a public health issue
- elimination of physical, sexual, and psychological violence

including battering, harassment, gay-bashing, and acquaintance rape, female genital mutilation, non-spousal violence, and violence related to exploitation, wherever it occurs

- institutionalization and expansion of the observance of the YWCA Week Without Violence
- ratification of the U.N. Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child

2. After studying this National Board recommendation, the YWCA of Greater Baltimore submitted a resolution to add after the statement that is italicized in the Empowerment of Women section:

> *adoption of comprehensive public policy that places a high priority on adequate child care and dependent care*

Their rationale for the resolution was that:

- child care is not only a welfare reform issue, but is a critical need of all working parents regardless of income level
- the current child care system suffers from severe underfunding, resulting in inadequate staff compensation and less-than-excellent care for the children
- reliable and high-quality dependent care for aging parents and others requiring full-time daily supervision is expensive and difficult to procure

3. The Baltimore resolution was adopted at convention and is now included in the YWCA Public Policy priorities. The work of the National Board and the YWCA of Greater Baltimore provided the framework which makes it possible for national and local YWCA involvement in all aspects of the current child care debate and actions.

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PUBLIC POLICY STRATEGIES

Public policy advocacy requires planning. Here is a general outline to assist you in establishing an advocacy program on any public policy priority or concern.

Develop an Internal Association Plan

- **Educate the leadership on the issues and the YWCA's positions.**
- **Develop a plan for educating members and responding to inquiries from individuals, the media, funders and others.**
- **Designate an Association volunteer/staff to serve as spokesperson on a given issue.**
- **Participate in constructive public dialogue.**
- **Assign an Association volunteer/staff to keep abreast of the issues nationally and locally, and to coordinate the YWCA's work on that issue.**

As the plan is implemented, set up a review process for all publications, brochures, flyers for events, newsletters, and correspondence to minimize miscommunication.

Establish a policy identifying when a member, volunteer or staff can speak on behalf of the YWCA versus only one individual.

Develop an External Advocacy and Public Education Plan

There are a broad range of advocacy and public education strategies from which to choose. Lobbying, media advocacy, voter education and issue forums are a few examples. Develop a plan that is appropriate to your community and circumstances. A good plan will include a number of different strategies, not just one or two.

As you develop your plan, gather information on other organizations and coalitions. Participating in a coalition can minimize exposure to your Association and expand your resources. Be aware of what other organizations are doing. Good ideas come from a variety of sources.

BEST COPY AVAILABLE

Identify potential pitfalls and controversies which may arise as a result of your activities. Many times these can be avoided with good planning. If not, forewarned is forearmed.

Your plan need not be "all or nothing." A controversial issue may find your Association working within a coalition, perhaps in a leadership role, or behind the scenes. Providing a meeting place or child care for rally participants are good examples of contributions which would not put your Association in a compromising situation.

Be mindful of the needs and requirements of funders. Make sure you are funding your advocacy efforts appropriately and be prepared to provide funders with detailed information regarding the use of their funds and how your advocacy efforts are funded.

Advocacy and Public Education Strategies

Listed below are a few specific advocacy strategies. If you need any additional information, please contact the Washington Office.

- Lobbying
- Letters to Congress and state and local legislatures
- Letters-to-the-Editor
- Panel discussions and issue forums
- Marches
- Rallies
- Media Advocacy (press releases, radio/television interviews, public service announcements)
- Voter Registration/Education/Get-Out-The-Vote Activities
- Legal Advocacy (signing on to amicus curiae briefs)

YWCA of the U.S.A.
Washington Office
April 1997

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DEVELOPING A PUBLIC POLICY PROGRAM IN YOUR ASSOCIATION

1. The public policy committee should be a committee of the board of directors that includes broad community representation and reflects the YWCA commitment to diversity.

2. The Association should develop opportunities for the membership and program participants to have input into the workings of the committee, using surveys and questionnaires as ways to solicit input and assess interests.

3. The prospective public policy committee should be briefed on the Mission of the YWCA and our history of public policy activities promoting the empowerment of women and the elimination of racism.

   While it is not essential that every member of the committee agree with every YWCA public policy position, it is essential that YWCA leadership understand and appreciate the collective power of the Movement. Also, YWCA leadership needs to understand that because the national public policy positions were adopted by conventions, they apply to all YWCAs. YWCA member Associations have the option of choosing to focus on some issues more than others, but they should at least be aware of and able to interpret the overall YWCA public policy program.

4. Appropriate staff including the executive director should participate on the public policy committee. Also include program staff who can help the committee develop a public policy program that is consistent with and enhances ongoing program services.

5. To initiate a public policy program, the Association should begin by having the committee study the YWCA Continuing Public Policy Program and select from the public policy priorities two or three issues that are significant to members of the community, researching those issues, and recommending action strategies. We encourage YWCAs to look to their members and program participants as resources. For example, if the public policy committee focuses on domestic violence, include women from the shelter program on the committee. Similarly, teens, parents of children in the child care program, and job training participants can all enrich the work of the committee.

6. The Association should determine the appropriate action strategies for each issue. Examples of action strategies are federal and state lobbying, letters-to-the editor, public education programs, vigils, marches and rallies. The Association should also link up with organizations and coalitions that work on similar issues.

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Assistant Treasurer

Prema Mathai-Davis, Ed. D.
Executive Director

7. Along with issues of local or regional concern, the Association should participate in YWCA of the U.S.A. advocacy efforts aimed at federal legislation regarding national and international public policies. We encourage all Associations to establish a process for responding to YWCA of the U.S.A. action alerts.

   Some Associations authorize staff to respond without committee or board consideration to all YWCA of the U.S.A. public policy action alerts. Other Associations authorize staff to respond to only those alerts that relate to the Association's public policy priorities. Either way, the timeliness and short notice of action alert activities make it important that Associations establish a process for participation.

8. All members of the public policy committee should have access to YWCA of the U.S.A. Public Policy Bulletins and public policy alerts in the monthly mailings.

YWCA of the U.S.A.
Washington Office
April 1997

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TAKE A STAND!
PUBLIC POLICY ADVOCACY IN THE YWCA

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You mean the YWCA takes stands on public issues?

Yes, we do. It's mandated in our Purpose and our One Imperative, which together constitute the Mission of the YWCA of the U.S.A.

But the YWCA is a service organization!

Yes, we are. But we have always recognized the need to provide services while trying to change the conditions that give rise to the need for the services.

Early in its history, the YWCA's Purpose led its leaders to concern themselves with bettering the conditions under which women and girls lived and worked. They discovered their efforts at service were largely futile without changing the systems that allowed exploitation of women and children.

All YWCA programs should have a component related to advocacy, for it is virtually impossible to involve women and girls of all races, beliefs, social and economic backgrounds without becoming aware that many suffer injustice and that social, economic and political structures need reform. As one of the pioneers in the development of social work, the YWCA has been a major contributor to the philosophy of empowering people and the elimination of racism.

Where does the YWCA get these public policy positions?

Public policy positions are adopted at convention. The YWCA meets in convention as the National Association to determine policy and directions for the coming years. Convention delegates vote on public policy issues and the triennial public policy priorities. (Through the pre-convention resolutions process, YWCA member Associations have the opportunity to propose items for convention action.)

Convention decisions are mandates for National Board and YWCA member Association action. Member YWCAs may choose not to work on a given public policy issue, but they must not repudiate convention actions, and they have the obligation of informing their members of convention actions and interpreting them accurately.

The YWCA Continuing Public Policy Program is the product of convention actions in the realm of public policy since 1911. It sets forth broad principles which embody our concern for national and worldwide justice and peace. It gives us the authority by which the YWCA undertakes specific actions on public issues.

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THE YWCA AND CONTROVERSY

Although the YWCA does not seek controversy, the mandates of our Purpose and One Imperative often force us to confront controversy in a variety of ways. The elimination of racism and empowerment of women call for social, political and economic change. The Continuing Public Policy Program of the YWCA of the U.S.A. is the framework in which we work toward peace, justice, freedom and dignity for all people.

Unfortunately, the challenges we have set for ourselves often place us in controversial situations. While it is not essential that every member agree with every YWCA public policy position, it is essential that YWCA leadership understands and appreciates the collective power of the movement. Since national public policy positions were adopted by conventions, they apply to all YWCAs. YWCA member Associations have the option of choosing to focus on some issues more than others, but they should at least be aware of and be able to interpret the overall YWCA public policy program.

Understanding the Continuing Public Policy Program

1. Know the constitutional responsibility and accountability of member Associations to the national movement, the constitutional responsibility of the National Board as the elected interim body of the YWCA of the U.S.A. and how it carries this responsibility between conventions.

2. Emphasize the Mission of the YWCA to board members, staff and volunteers.

3. Make sure that the Association's program is such that members and leaders see the YWCA as an important vehicle for addressing broad community, national and worldwide concerns.

4. Become familiar with the history of the YWCA as a social movement, the critical problems and needs of women faced by the YWCA in every period and what pioneering efforts in the community, the nation, and the world have occurred because of the YWCA.

5. Understand how these efforts relate to the Continuing Public Policy Program, which dates back to 1911 and is constantly renewed and revised by convention action.

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Preparation

1. Anticipate controversy. Establish procedures for communication to the public, the press and funders. Establish procedures for information dissemination and feedback from the board members, committees and staff.

2. Provide a way of soliciting response from members who do not have a formal group to voice their concerns such as forming an ad hoc committee or task group, holding a hearing, or by other means to ensure that decisions reflect the concerns of the total membership.

3. Provide clear job descriptions to membership groups and committees that establish the extent of their authority to speak and act on their own.

4. Emphasize the need for a unified front when facing controversy or attack from the outside.

Community Relations

1. Understand the racial, religious, ethnic, socio-economic and political makeup of the community and how these factors affect relationships and institutions.

2. Become familiar with the the local power structure, formal and informal.

3. Find community resources: form or join coalitions in support of your position.

4. Work closely with funders to help them understand the Mission of the YWCA.

YWCA of the U.S.A.
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April 1997

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STRATEGIES RELATED TO FUNDERS

The YWCA is a unique organization in that it delivers direct social services and advocates for just and equitable public policies. This may raise some questions for funders who work primarily with exclusively service oriented organizations. The YWCA should be prepared to respond to questions about its public policy advocacy, especially on controversial issues such as reproductive choice. It is important to have in place a designated spokesperson(s) familiar with the issues.

Building a Relationship with Funders

- **Establish a relationship with funders based on openness and honesty. It is important for the funder to realize and appreciate the two-pronged nature of the YWCA: service delivery and advocacy.**

- **Extend opportunities for funders to participate in YWCA activities so they can learn more about the YWCA's Mission, program and accomplishments.**

Managing the Abortion Issue with Funders

- **Be clear that the YWCA is neither for nor against abortion. Be certain you put the YWCA's reproductive choice position within the broad context of the YWCA's commitment to the empowerment of women and protection of women's constitutional rights and access to medical care, and the organization's respect for the diversity of its members.**

- **Be prepared to answer specific questions regarding allocations of funds. Assure the funder that their dollars are being used properly and not for activities unrelated to the purpose of the grant or gift.**

- **Be aware of public perception and choose cautiously among opportunities for the YWCA to express its position. Even the choice of a spokesperson could create a problem with funders. For example, it may be inappropriate for staff closely associated with a United Way funded program to take a highly visible role at a reproductive choice event.**

- **Consider the Association's overall financial development and communications objectives when deciding the timing and strategy of reproductive choice activities. Explore options that will enable you to continue working on the issue while ensuring a successful fundraising drive/campaign.**

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- Help your funders (such as the United Way) respond to contributors regarding the YWCA's public policy priorities. Provided assurances that program funds are being used appropriately and be prepared to show how the YWCA's advocacy activities are being funded. Remind your funder that the YWCA is a multi-funded organization that offers program services and public policy advocacy.

YWCA of the U.S.A.
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GUIDELINES FOR NON-PROFIT ACTIVITIES DURING CAMPAIGN SEASON

Since the YWCA is a Section 501(c)(3) non-profit organization, there are certain restrictions regarding activities during a political campaign. However, this does not mean the YWCA cannot participate.

Below are some general guidelines of permissible activities. These are not comprehensive and should not be viewed as legal advice. If you have specific questions, consult your attorney.

STATEMENT ON ISSUES

- **Organizational statements or actions in support of or in opposition to any political candidate are strictly prohibited. Violators may be fined or lose their tax exemption.**
- **Personal political statements or actions are permissible, but care must be taken not to attribute these actions or statements to the organization.**
- **You may inform candidates of your position on issues and urge the candidate to support your position.**
- **You may not publicize, distribute, or publish candidates' statements -- not even to your membership.**

QUESTIONNAIRES

- **Since the YWCA is an organization with a broad range of interests, you are permitted to issue questionnaires to candidates and disseminate their responses, so long as the questions cover a wide range of subjects, are framed without bias, and are given to all candidates.**
- **Narrowly focused Section 501(c)(3) organizations would be prudent to refrain from issuing a questionnaire.**

VOTING RECORDS

- **It is prudent not to disseminate voting records to your membership during a campaign, unless your organization regularly disseminates voting records among its members.**
- **You may not use phrases that imply support or opposition, such as "voted for us" or "voted against us."**

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PUBLIC FORUM

- You may invite candidates to attend a meeting of the organization or a public forum sponsored by the organization. Candidates may state their views on subjects of interest to the organization.
- All candidates must be invited, and it is best to invite them simultaneously and to use identical language in the invitation. It is not necessary that they all attend.
- If there is a question period, each candidate must be given the opportunity to answer all questions put by the organization. Questions from individuals during an open meeting are not subject to the same rules.
- If you regularly publish a newsletter, you may report as news items candidates' remarks, so long as circulation is generally limited to your own members. All candidates must be given coverage, and the news stories must be presented without editorial comment or bias.

MEMBERSHIP LISTS

- You may make your organization's mailing list available to all candidates, so long as all are given the same access.
- To avoid the appearance of making a campaign contribution, your organization must receive something of value in return for access to the list, such as payment at fair market value.

NOTE: This information was made availabe by the Independent Sector, a national forum to encourage giving, volunteering and not-for-profit initiatives. The YWCA of the U.S.A. is a member of this coalition.

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April 1997

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TIPS ON WRITING LETTERS TO CONGRESS

A letter is one of the most effective ways to communicate with a member of Congress. It is a written record of your position and shows that your convictions are worth your time. Here are a few tips to keep in mind when writing to Congress:

- ○ Base your letter on facts and figures. If you have a program that would be affected by legislation, give a description of your program and how it would be affected. Provide the number of people in the program and the benefit it provides to your community.
- ○ Be concise and specific. Mention the legislation by number or name. Confine your letter to one specific issue. If you have a variety of concerns, perhaps you should write more than one letter.
- ○ Keep your letter short. A well drafted letter commands respect and conveys commitment.

VARIOUS LETTER WRITING STRATEGIES

- ○ If you work in coalition with other organizations, consider a group sign-on letter as well as letters from individual organizations.
- ○ If you have a staff member or volunteer who has good contacts with the member of Congress, you may want to ask that person to write the letter.
- ○ Consider letters from each of your board members or public policy committee.

FOLLOW UP

Once the initial contact has been made, keep the lines of communication open.

- ○ Invite your members of Congress to contact you if they would like more information about your program or Association.
- ○ Invite your members of Congress to visit your Association.
- ○ Put your members of Congress on your mailing list.
- ○ Ask that your Association be placed on your Congresspersons' mailing lists.
- ○ After a vote has taken place, let them know if you feel the stance they took was favorable/detrimental.

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Last, but not least, send a copy of your correspondence, as well as a copy of the reply, to the YWCA of the U.S.A., Washington Office, 624 9th Street, N.W., Washington, D.C., 20001. This keeps the Washington Office in touch with your Association's advocacy efforts and the position of your members of Congress.

ADDRESS FOR MEMBERS OF CONGRESS:

Senators	Representatives
The Honorable (insert name) U.S. Senate Washington, D.C. 20510	The Honorable (insert name) U.S. House of Representatives Washington, D.C. 20515
Dear Senator (insert name)	Dear Representative (insert name)

YWCA of the U.S.A.
Washington Office
April 1997

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Restrictions on the Use of Federal Funds for Advocacy Purposes

Federal cost principles are the main vehicle for restricting the use of federal funds for lobbying and electioneering purposes. They are general rules that govern whether and under what circumstances the government will pay for selected expenses incurred by a grantee. These cost principles apply to all federal funds and also apply equally to nonprofits that receive grants directly and those that receive grants passed through a state or locality.

These cost principles bar federal grantees from charging the government directly or indirectly for costs dealing with:

1. Attempts to influence the introduction, enactment, or modification of federal or state legislation through any of the following:
    - Communication with members or employees of Congress or the legislature or with government officials or employees in connection with veto decisions. Grantees may not try to persuade state or local officials to engage in lobbying for these purposes.
    - Distribution or communication of publicity or propaganda urging members of the public to contribute to or participate in demonstrations, lobbying efforts and similar activities; and
    - Legislative liaison activities - attending legislative sessions or committee hearings, gathering information regarding legislation, and analyzing the effect of legislation - when carried on in support of or knowing anticipation of an effort to engage in unallowable lobbying activities.
2. Attempts to influence the outcome of any federal state or local election, referendum, initiative, or similar procedure through in-kind or cash contributions, endorsements, publicity, or similar activities; and

3. Establishing, administering, contributing to, or paying the expenses of a political party, campaign, political action committee, or any other organization established to influence the outcome.

The cost principles are designed to preclude any element of an unallowable cost from being passed on to the federal government. Unallowable costs, such as those above, cannot be charged directly to a federal grant, nor may they be included in an organization's indirect cost pool for calculating the indirect cost rate charged to a federal grant. In addition, unallowable costs must be treated as a direct cost and assigned a proportional share of the organization's indirect cost to ensure that the government does not pay indirectly for any portion of the overhead costs of supporting an unallowable cost.

Moreover, even if a cost is not unallowable under these cost principles, it may nevertheless still be unallowable for other reasons. A grantee must insure that the cost is necessary, reasonable, and related to the federally-sponsored activity. Grantees may also, in addition to remaining subject to the federal grant rules, be subject to state or local rules. **In the case of federal block grants, nonprofits are covered by state rules, not federal rules.**

These cost principles - and the restrictions on lobbying and electioneering - are enforced through audits by the grantee agency, the agency's Inspector General, and by the General Accounting Office.

For more information, please contact Patrick Lester, Office of Management and Budget, 1742 Connecticut Ave., NW, Washington, DC 20009 or call 202.234.8494.

YWCA of the U.S.A.
Washington Office
March 1997

YWCA
of the U.S.A.

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LOBBYING

Lobbying is the influencing or the attempt to influence legislation and is an important advocacy strategy through which the YWCA advances its public policy agenda on such issues as violence, economic security, child care, health, housing, reproductive choice and human rights.

The YWCA's public policy strategies also include activities such as petitioning, letters-to-the-editor, marches and rallies. These activities do not constitute lobbying unless they are focused on a particular piece of legislation and urge action on the legislation. For example, a petition that reads "Support Reproductive Choice" is not lobbying. A petition that reads "Support bill number 000 in support of reproductive choice" is lobbying.

Newsletters and forums that simply convey information about legislation are generally not considered lobbying unless the speakers or writers urge action on legislation. Similarly, letters to legislators or to newspapers that refer to issues, but not to legislation, are not lobbying. For example, a letter to your Senator urging her to "support reproductive choice issues" is not lobbying. A letter to your senator urging her to "support bill number 000 in support of reproductive choice" is lobbying.

How much Lobbying is Permissible?

The YWCA is a 501(c)(3) tax exempt charitable organization. As such, the YWCA may not engage in "substantial" lobbying. Because the term "substantial" is not clearly defined, some charitable organizations have elected to come under a 1976 provision of the IRS Code, Section 501(h), which sets specific spending limits for lobbying. This provision was established to encourage non-profit organizations to pursue advocacy and lobbying activities.

The Lobbing Disclosure Act of 1995, went into effect January 1, 1996 and establishes a comprehensive new regime for registration and reporting of federal level lobbying activity.Conditions that trigger an obligation to register. Under the Act, a charitable organization is required to register and file semiannual reports on its lobbying activities if: (1) the organization has at least one employee who is a "lobbyist" under the Act's definition – that is, who makes at least two "lobbying contacts" and devotes at least 20 percent of his or her time to "lobbying activities," and (2) the organization incurs, or expects to incur, expenditures on "lobbying activities" of $20,000 or more in a six month period (January-June, July-December).

Optional use of the tax law definition of lobbying. Charities that have elected to report lobbying expenditures for tax purposes under section 501(H) of the Internal Revenue Code (hereinafter, "electing charities") may use the tax law definition of "influencing legislation" and the tax rules for computing lobbying expenditures for purposes of determining whether they are required to register and report under the Act. Thus, an electing charity will not be required to register under the Act if its tax law lobbying expenditures do not exceed $20,000 during the relevant semiannual periods and/or if none of its employees devotes 20 percent or more of his or her time to "influencing legislation" as determined under the tax law definition. For outside lobbyists hired to lobby on behalf of a charity or other organization, the semiannual expenditure threshold is $5,000 rather than $20,000.

For detailed information on the Lobbying Disclosure Act of 1995, please contact the Washington Office at (202) 628-3636.

**YWCA of the U.S.A.
Washington Office
February 1997**

D.11 "Working With State Elected Officials: A Checklist" *Note. From Working With State and Local Officials: A Guide for Early Care and Education Advocates (pp. ??), by H. Blank & N.O. Poersch, 1996, Washington, DC: Children's Defense Fund. Copyright ©1996 by Children's Defense Fund. Adapted with permission.*

TEN BITE-SIZED ACTIVITIES FOR BEGINNING ADVOCATES

1) Offer the best child and family-focused program or service possible to increase awareness about what works and what high quality early care and education is really all about. When you talk to a parent, a neighbor, or a teacher about what you try to do for children, and what makes the difference between high quality care for children and care that is bad for them — you're an advocate!

2) Help link families to other community resources that support the lives of the children you serve. Worried about children who don't have health care? Whose parents can't pay tuition? Who aren't developing on schedule? Use your organization to learn about resources that are available to children and families — from social services to recreational activities. Share the information with parents and other providers.

3) Circle one day each month on your calendar to take a step for children. It can be something different each month — making a phone call, writing a letter to the editor or to your legislator, taking clothes to Community Ministries, making a contribution to the Working Parents Assistance Trust fund to help create child care scholarships for children — *just do one positive thing each month for children.*

4) Educate yourself about the issues and then call or write your national or state representatives about them. *Bite-sized Advocacy: Numbers for the Refrigerator Door* gives you names and numbers of national, state and local advocacy groups that can inform you about the issues. It tells you how to contact policymakers to make your views known. Put yourself on one legislative alert list and make a phone call or write a letter when your support is needed. ***Remember — when you call or write, your message can be very simple — you don't need to be the expert!*** Once you feel comfortable, expand your "sphere of influence." Ask others to take a stand, too. List people in your "sphere of influence" you can ask to help — the Cub Scout moms, members of your faith community, elementary school teachers, your book club. You'll be amazed at how many people you can reach.

5) Recognize and support efforts to take a step for children. When people are busy, it often feels hard to take the time to do something extra for children. Create some mechanism in your organization to congratulate members when they act as child advocates — have people fill in a line on a children's growth chart at every meeting when they've written a letter or make a phone call, or have members stand to be recognized at organizational meetings if they've taken a step for children since the last meeting.

6) Take a businessman to breakfast. Take a legislator to lunch. That's bite-sized, right? When it comes to child care, many business people and policymakers just don't get it. They think it's baby-sitting. They think Grandma can do it. Put a child's face on the issue. Invite someone to your center to see how it works. Talk about families' problems affording child care. Talk about what makes child care good or bad. Talk about how business can help, and how more funding for higher-quality care can help children thrive and parents be better workers. Worried your legislator won't come? Think again. You're a constituent. You vote. Work with your organization to develop a message you want to get across, and give it a try.

7) Develop an organizational letter of commitment for members to sign. What are the bite-sized activities your members could do? Develop a list of them. Have interested members check off activities they can commit to doing, and sign a letter of commitment. Provide information to them through your organization's bulletin — are there important bills about the voted on in Congress? Is this the time members should write or call? Let members know so they can take a stand.

8) Share your stores. Policymakers act when problems become real to them. *Stories make a difference.* Sometimes stories make more impact than fancy statistics. If families you serve are struggling, and better government programs would help — or if government help spells success for a family you know — share the story. Collect stories as an organization. Bring them to the Commission on Child Care. Send them to the Children's Defense Fund and the Children's Network. Tell your Congressperson. It matters.

9) Involve yourself. Right now, policymakers in the federal government, in state government, and in Montgomery County are making decisions — about child care funding, about welfare, "reform," about health care for children — that profoundly affect children you serve. You can serve on task forces or local organizations such as the Commission on Child Care that are helping to make some of these decisions. *Ask important questions:* are welfare parents who are told they must work also told they can get child care help? How do they find it? Are the child care subsidy rates high enough so parents can get quality care? Is the amount parents are asked to contribute realistic, or does it keep them from finding affordable care? Can working poor parent get child care help so they can keep a job and stay off welfare?

10) Open your doors to the community. Invite community members — parents, senior citizens, elected officials, clergy members, business leaders, media contacts — to be resources for your program through volunteerism, board participation, donations or other forms of support. Help them to feel welcome as contributors and encourage their creativity on behalf of children and families you serve. Allow your site to be used for meetings or other community-related events. Encourage community members to become aware of and support your efforts on behalf of children and families.

Note. By Nancy Ebb, Children's Defense Fund.

Bite-sized Advocacy
Numbers for the Refrigerator Door
Compiled by Nancy Ebb, Children's Defense Fund

President William J. Clinton, (202) 456-1414
The White House
Washington, DC 20500

Congressional Switchboard (for Senators and Congressperson), (202) 224-3121
Senate: Washington, DC 20510
House: Washington, DC 20515

Governor

____

County/City Executive

____

Local Government Representatives

____

____

Delegates to State Legislature

____

____

Children's Defense Fund, (202) 628-8787
Contact Neelum Arya, (202) 662-3591 to be placed on the legislative e-mail alert list, or e-mail narya@childrensdefense.org, providing your name, address (specify home or work) and Congressional representative

YWCA of the U.S.A.
Washington Office: phone (202) 628-3636, fax (202) 783-7123
Rhea Starr, Child Care Advocate: voice mail (800) YWCAUS1, ext. 7965, phone and fax (717) 290-7362, e-mail HN2878@HandsNet.org

D.13 Working With State Elected Officials — A Checklist

Summary from *Working With State and Local Elected Officials: A Guide for Early Care and Education Advocates* by Helen Blank and Nicole Oxendine Poersch, Children's Defense Fund, October 1996. The complete document is available from CDF for $5.95. Call (202) 628-8787 or write 25 E Street, N.W., Washington, DC 20001 to order a copy. Also visit the CDF Web site at www.childrensdefense.org on the Internet. Used with permission. All rights reserved.

Infuse your work with a long-term vision for children.

Adopt a vision on what early care and education should look like.

Have a well-defined purpose and chart a long-term course for achieving goals.

Work with a broad group of advocates to develop a powerful, shared vision.

Organize your network.

Organize an active broad-based grassroots network to attract the attention of local officials.

Build coalitions of people with different interests to illustrate the diverse support of child care.

Do not neglect unlikely allies such as business leaders or law enforcement officials.

Develop a legislative agenda.

Translate your vision into a legislative agenda.

Set your sights high, but include items that are winnable.

Set clear and plan precise methods to fulfill them.

Proactive and positive: Set an agenda that moves child care forward—not one that only opposes negative proposals.

Prioritize your issues.

Be realistic about the legislative process and consider several paths to achieving your goals.

Do your homework.

Be informed and accurate about your issue.

Study legislators' past records, personal background, relevant experiences, and campaign promises—tailor your message around them.

Familiarize yourself with the budget process for your state.

Develop a working knowledge of the legislative process, the timing of key decisions, and deadlines for bill changes.

Identify your legislative allies and search for new ones.

Be connected: Identify and establish relationships with key leaders in the legislature.

Build good relationships with your elected officials.

Be positive: Make advocacy a partnership, not an adversarial relationship.

Treat all elected officials with respect.

Be an active listener so you can address and remove the legislator's opposing barriers.

Communicate effectively with legislators and staff.

Be brief, clear, and concise.

Spell out your goals clearly; eliminate jargon; use language the legislators will be responsive to.

Be prepared; anticipate arguments against your position and incorporate responses into initial presentation.

Personalize your issue.

Explain how current and proposed policies will affect families in the legislators' districts.

Invite legislators to visit child care programs.

Actively pursue your agenda.

Schedule frequent lobby days to help pass your bills, but also as part of your ongoing relationship with legislators.

Be sensitive to the timing of visits and introduction of bills.

Always seek bipartisan support and never stop looking for new allies.

Think creatively; find ways of drawing attention to your issue that will excite your legislators and your network. Develop a slogan or message.

Hold community forums as a nonthreatening way to educate your legislators about various child care perspectives.

Use your network.

Make sure that legislators hear from their constituents about child care.

Inundate legislators with letters and phone calls at strategic times.

Keep your network informed so they are ready to respond; update them on the impact of their actions.

Use your legislators as a resource.

Ask legislators for information that would be helpful.

Encourage your allies in the legislature to recruit new supporters for child care.

Learn to compromise and negotiate.

Learn when to compromise—be willing to help legislators work through the difficult issues tied to passing a bill.

Offer positive solutions—stay away from "anti" positions and rhetoric.

Be realistic and prepared to make tough choices.

Express your appreciation and give credit to your legislator.

Be courteous and appreciative.

Always write thank-you letters.

Honor those who have been longtime champions of better child care policies.

Spend time with reporters - good press is appreciated by legislators

Work with candidates before they get elected.

Educate prospective office-holders about child care issues.

Work with those developing a candidate platform, and encourage them to include child care initiatives.

Put together a forum on child care issues during the election process.

Do not forget the executive's office.

Focus your efforts beyond the legislatures and interact with the governor's office; his or her support is crucial for improvements in child funding and policies.

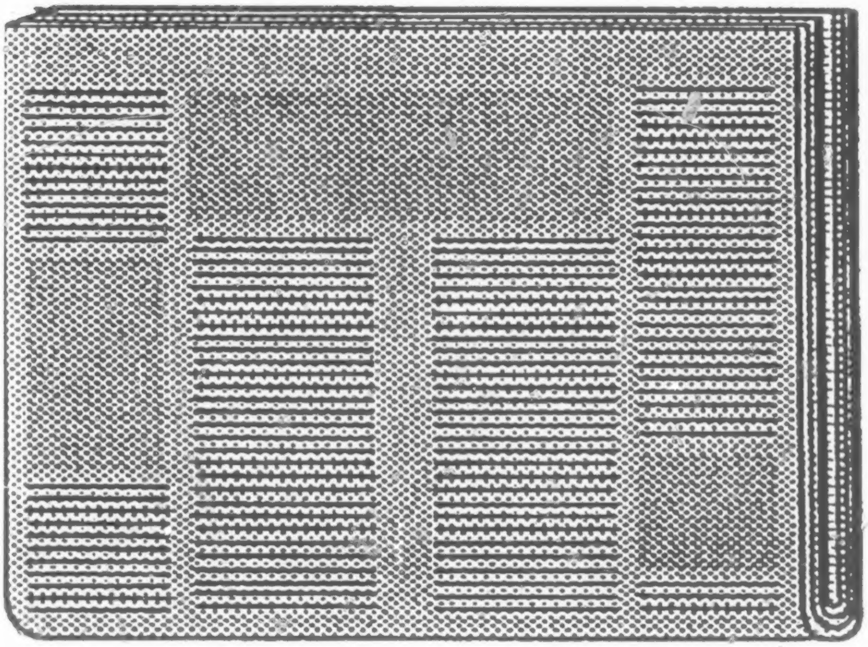
Work with agency administrators.

Be involved: Work to influence agency recommendations and regulations.

Be prepared: Do homework at the agency level.

Understand that sometimes an agency will be unable to act independently of governor's orders.

HOW TO WRITE AN OP-ED



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Communications Consortium Media Center

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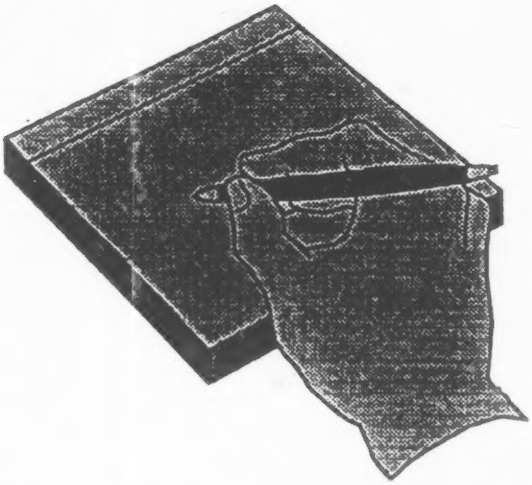
How to Write an Op-Ed



We know that readers of newspaper editorial pages are decisionmakers and opinion leaders. Nonprofit groups, without the funds for paid ads to reach this important audience, can tap into a resource provided by most newspapers.

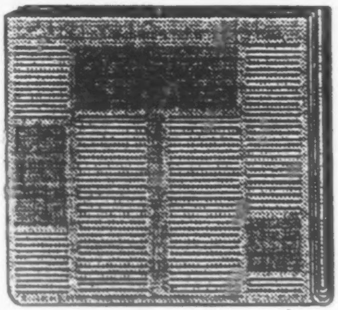
An op-ed is an essay or guest column intended for publication in the opinion section of a newspaper. These are called op-eds because they usually appear on the page OPposite the EDitorial page. Scores, perhaps hundreds, of submissions come in to a newspaper every day, competing for space on this page. In most newspapers, the allotted length is between 500 and 750 words. In most cases, the op-ed is intended to present a new, or different, point of view.

Editors have some very concrete requirements for selection, more or less in this order:

➊ A provocative idea on any subject.
➋ An opinion on a current issue that is controversial, unexpected, authoritative and/or news.
➌ A call to arms on a neglected subject.
➍ Bite and wit on a current issue.

Therefore, notice what's controversial, provocative, new, current. Without a forceful point to make, an op-ed is doomed to rejection.

This makes the op-ed page hostile to announcements of events, status reports or even plain old news. This is the news section for blunt opinion, advocacy, denunciations, outrage, astonishment -- all the heavy emotions. Editors want people to say "Wow! Did you see that op-ed today?" Failing that, they want to elicit a "Hmmm. That's amazing, really interesting or outrageous." They want to be leaders in shaping the public debate, and you will do best by helping them achieve that goal.

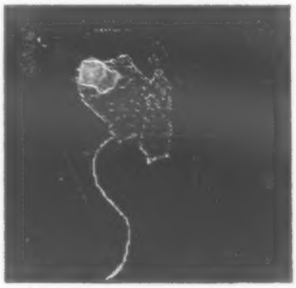


What Newspapers Want

The editors of local and regional papers who choose which op-eds to use look for strong local interest. They don't want a generic slant. Tell a local story -- of a real person, family or group and how your issue has affected them.

Timeliness is another characteristic editors look for. Even if your op-ed does not break new ground, you may be able to find something current to tie it to: a holiday, anniversary, election, upcoming conference, report, vote in Congress or some pending action by local or state government.

Sometimes, the signer (author) of the op-ed can make a huge difference. Even though you draft it, having the op-ed signed by a local or national expert, your group's president, a member of the clergy or a well-known politician, could make it more likely to be chosen.



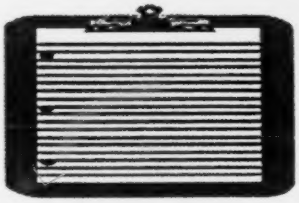
Before you begin to write

Call the newspaper first to confirm the name of the editorial or op-ed page editor, and to find out the criteria for submissions. Some newspapers accept op-eds by fax --

but ask first. You should also ask about the approval process. In most cases, the newspaper will call you to clarify some of the facts only when they've decided to print your piece.

Using Professional Help

Often, the person who drafts the op-ed has experience and information to relay, but relies on a writer with past op-ed successes to shape and edit the draft. The problem is that newspapers are inundated with unsolicited op-eds; some big city papers get more than 100 each day. The use of writing and placement professionals can sometimes make the difference in whether or not an op-ed gets published; however, it does not guarantee placement. The tighter, punchier piece will have the edge over its competitors.



The typical process involves a discussion between you and a writer to decide on the subject and form. A first draft by you. An extensive edit by the writer. Minor tuning by you. A final draft by the writer. An okay from you before mailing to the target newspapers. The final version should be what you want to say, said in a way that can help you achieve your goals and that is likely to get published.

Don't be surprised if the newspaper asks for revisions. Typical requests include shortening, verifying facts, or providing a timely news peg. You and the writer can work together on this final leg of op-ed production.

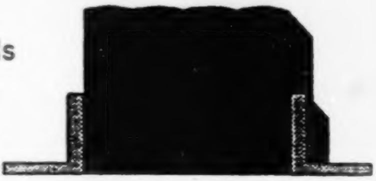
Getting Started

The first step in writing an op-ed is to think through what message you want to deliver to readers. What are your goals for this op-ed: recruiting volunteers, starting a grassroots campaign, sustaining or increasing public funding, passing new legislation or educating opinion readers and the public?

[redacted]

Defining the goal will help you to determine which audience you need to reach: the general public, local or national policymakers or specific groups like voters, teachers, doctors or senior citizens.

Defining the audience will also help you to determine to which paper the op-ed should be submitted: your local daily or weekly paper, a professional journal, a state or regional paper like the *Denver Post* or *Boston Globe*, or the much more competitive national papers like *The New York Times* or *The Washington Post*.



Other helpful hints for writing op-eds: consult materials that already exist -- newsletters, speeches and policy papers -- for background information; concentrate on one issue; work from an outline; keep sentences and paragraphs short; avoid cliches and jargon, and back up assertions with credible facts. Here are 10 helpful hints to consider when writing the op-ed:

❶ Try to reduce your point to a single sentence. For example: "Every child deserves a family"; "The United Nations needs more funding"; "Women have achieved enormous strides in the past decade."

❷ See if your sentence passes the "wow" test or the "hmmm" test; if not, the point needs sharpening.

❸ Any point worth making will have to be defended. Muster your best four supporting arguments or data bits and state each one in a single paragraph. Be as specific as possible. Avoid starting sentences with "There is/are," to employ the active, rather than the passive, voice.

❹ Raise the opposition's best arguments and demolish them with countervailing facts, withering irony, condescension or whatever is appropriate, but deal with them.

❺ Let yourself become emotional. Get carried away with the drama, significance, injustice, triumph, outrage, need or achievement of your point. Write a dozen such paragraphs and choose the best one.

[redacted]

⑥ Ask yourself what is the minimum background information a reader absolutely has to have in order to grasp your point? Write two paragraphs that summarize this information.

⑦ Imagine your target reader browsing through the newspaper on a workday morning, impatient to find something interesting, gulping coffee, checking the time. What kind of statement might catch this person's attention? If you can raise questions, surprise, intrigue or baffle your reader into reading beyond the first paragraph, you stand a chance the editor will let you put the entire op-ed in the paper.

⑧ Now, write the piece. Write about 1,000 words (four double-spaced pages) maximum. Restate your key points in the final paragraphs.

⑨ Cut out half a page: Eliminate repetition. Trim words, not ideas. Check every word ending in -ly and see if you can't eliminate these and all the other adverbs. Convert passive-voice sentences to active ones. Give the piece to someone else and ask him/her to cut as much as possible. If cutting will be required, you want to do it yourself, rather than leave it to the discretion of the newspaper editor.

⑩ Submit the piece at 750 words. Don't forget to include your name, title and affiliation at the end. Remember, whether this op-ed was intended as a single bullet or the first phase of a many-faceted media campaign, you're on your way.

Good luck!

Evaluation of *YWCA Cares For Children*

Please duplicate this evaluation so that future readers of this Guidebook can also respond.

Contributions of YWCAs from across the country made possible this first edition of *YWCA Cares for Children*. Your comments about this Guidebook will help shape future editions and possibly other YWCA publications about child care. Please take a few minutes to complete and return this evaluation.

1. Which section(s) of this Guidebook did you find most helpful? Why?

2. Which section(s) of this Guidebook did you find least helpful? Why?

3. Which topics would you like to see discussed in greater depth...In this Guidebook? In future YWCA publications?

4. What changes would you make to improve future editions of this Guidebook?

5. Please rate each chapter by checking on the appropriate line.

	Very helpful	**Somewhat helpful**	**Not helpful**	**Confusing**
Chapter 1				
Chapter 2				
Chapter 3				
Chapter 4				
Chapter 5				
Chapter 6				
Chapter 7				
Appendices				

6. Please check all the types of child care programs your YWCA provides, and indicate about how many children are enrolled in each.

Type(s) of care	**How many children?**
____ nursery school	____________
____ drop-in care	____________
____ infant care	____________
____ toddler care	____________
____ preschool care	____________
____ school-age care	____________
____ summer camp	____________
____ ____________	____________

Optional

7. Title of the person completing this evaluation

____

8. YWCA of ____

Return this evaluation to:

Child Care Unit
Public Policy Division
624 9th Street, N.W.
Third Floor
Washington, DC 20001-5394

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YWCA Cares for Children

A Guidebook for YWCA Child Care Centers

Resources in this Guide were submitted by and are tailored to YWCA child care programs. This compilation is not intended to reinvent the definition of high-quality care—for infants, toddlers, preschoolers, and school-age youth. Rather, it complements and adds to other child care quality improvement initiatives. These resources uniquely reflect the pioneering role that the YWCA of the U.S.A. continues to play in empowering women and eliminating racism.

Underlying assumptions that guide YWCA child care programs

- high-quality child care is good for everyone—children, families, communities
- high-quality child care is a social and economic investment
- YWCAs have the responsibility to promote equality and diversity
- families/guardians have primary responsibility for their children, and the child care system has a responsibility to support families

The Mission of the YWCA
Is Expressed in Its Purpose and One Imperative

Purpose

The Young Women's Christian Association of the United States of America is a women's membership movement nourished by its roots in the Christian faith and sustained by the richness of many beliefs and values. Strengthened by diversity, the association draws together members who strive to create opportunities for women's growth, leadership, and power in order to attain a common vision:

Peace, justice, freedom, and dignity for all people.

One Imperative

To thrust our collective power toward the elimination of racism wherever it exists and by any means necessary.

YWCA of the U.S.A.
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